DOCUMENT RESUME

ED 186 199 RC 012 032

TITLE Southwest and West Central Educational Cooperative Service Unit. Annual Report for 1979-1980.
INSTITUTION Southwest and West Central Educational Cooperative Service Unit, Marshall, Minn.
PUB DATE Apr 80
NOTE 94p.: For related documents, see RC 011 906-907. Contains some light print.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Education; *Annual Reports; Career Education; *Cooperative Programs; Educational Administration; Educational Media; Educational Planning; Expenditures; Financial Support; Inservice Teacher Education; *Intermediate Administrative Units; Learning Resources Centers; Management Information Systems; Nutrition Instruction; Objectives; *Professional Services; Shared Services; *Special Education
IDENTIFIERS *Educational Cooperative Service Unit; *Minnesota

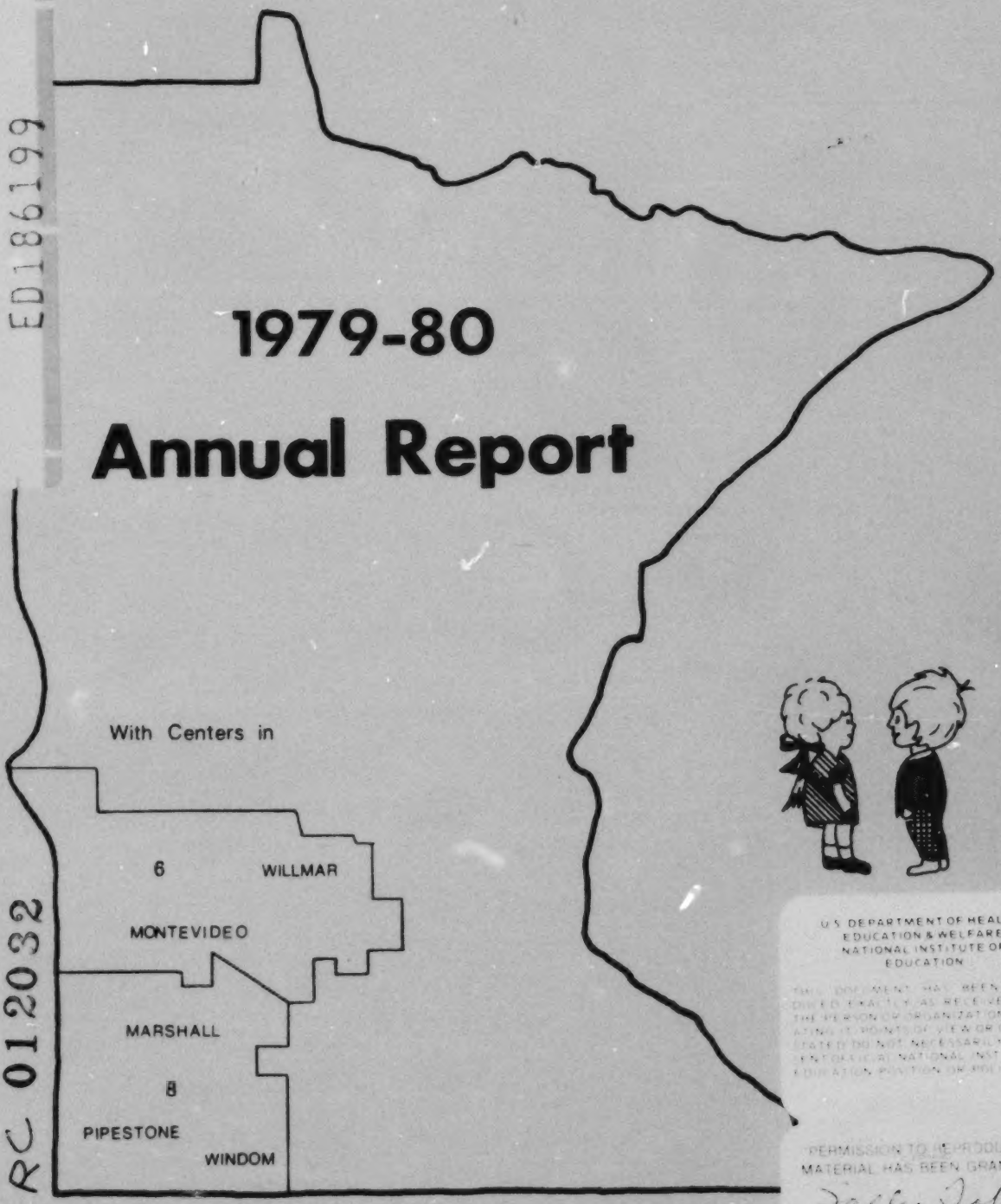
ABSTRACT

School districts in southwest and west central Minnesota have historically led the state in cooperative efforts. The Educational Cooperative Service Unit (ECSU), an intermediary agency that is an extension of the member schools, is responsive to school district needs and is controlled by the member schools themselves. In 1979-80 membership in the southwest and west central ECSU included 99 public schools and 6 non-public schools, representing some 65,000 students. A number of services and programs are offered through the ECSU. Special education efforts include centers offering special education programs and support services, an instructional materials center, and regional consultants for the handicapped, vision impaired, emotionally disturbed and hearing impaired. Instructional services include a teacher center to assist in inservice training, curriculum development, etc.; an information network; an adult "right to read" program; career education; and a nutrition education and training program. Administrative services involve such areas as educational planning and management information systems. The media services include film collections, equipment loans, equipment repair, and a free printing service. This annual report discusses the governance structure, philosophy, goals and membership of the ECSU, summarizes its programs and services, and discusses finance and personnel needs. Appendices include bylaws, ECSU legislation, and a calendar of 1979-80 events. (ES)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED186199

1979-80
Annual Report



RC 012032

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Darby Doherty

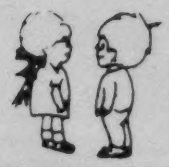
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

SW & WC

ecsu

SOUTHWEST AND WEST CENTRAL EDUCATIONAL COOPERATIVE SERVICE UNIT

ecsu SOUTHWEST WEST CENTRAL
EDUCATIONAL COOPERATIVE SERVICE UNIT



OFFICE OF EXECUTIVE DIRECTOR
Southwest State University
Marshall, MN 56258
Phone: (507) 537-1481

SOUTHWEST AND WEST CENTRAL EDUCATIONAL COOPERATIVE SERVICE UNIT

ANNUAL REPORT FOR 1979-1980

ECSU IS AN EQUAL OPPORTUNITY EMPLOYER

SW & WC ECSU ANNUAL REPORT 1979-80

TABLE OF CONTENTS

I. INTRODUCTION 7

Governance Structure 8
Philosophy and Goals 13
Membership 17

II. PROGRAMS AND SERVICES 21

Finance and Personnel Charts 22
Budget Summaries 25
Special Education Services 31
Instructional Services 45
Administrative Services 57
Media Services 63

III. APPENDICES

ECSU Staff List 68
Bylaws of the SW & WC ECSU 71
ECSU Legislation: M.S. 123.58 87
Calendar of 1979-80 Events 93

INTRODUCTION

Historically the school districts in southwest and west central Minnesota have led the state in cooperative efforts. Working together and inter-district support are a tradition in this part of the state.

To carry out cooperative activities in the 1960's, the school districts created an intermediate agency to serve them in the form of the Educational Research and Development Council (ERDC). The ERDC was succeeded by the Educational Service Area (ESA) in 1973, and the Educational Cooperative Service Unit (ECSU) in 1976. In each case the agency has functioned as an extension of the member schools, responsive to their needs and controlled by the member schools themselves.

From 1973 to 1976, southwestern Minnesota schools participated in the pilot Educational Service Area program established by the 1973 Minnesota State Legislature. The 1976 Legislature changed ESA's status as a pilot program by creating a statewide system of regional units (Educational Cooperative Service Units), of which Southwest and West Central ECSU became the first organized member in July of 1976. ECSU schools have shown preferences for continuing present structure and programs.

The services developed and implemented in the SW & WC ECSU have resulted from expressed needs of participating schools. It is hoped these programs have furthered the state policy "to make general and uniform educational opportunities available to each student and to strive toward equalizing educational opportunity for all students."

Pg 6 blank

GOVERNANCE STRUCTURE

Board of Directors

The original meeting of the Educational Service Area took place in Montevideo on June 12, 1973. Upon petition of a majority of area school districts, and with the cooperation of the State Department of Education, the meeting was called to proceed with the organization of ESA. In January, 1976, the legislature authorized the creation of Educational Cooperative Service Units, (M.S. 123.58) and at the May 20, 1976, Annual Meeting, the ESA formally changed to the SW & WC ECSU.

As indicated in the statute,

> The care, management, and control of an ECSU shall be vested in a board of directors composed of not less than six and no more than 15 members. Members of the ECSU board of directors shall be current members of school boards of participating public school districts. Election to the ECSU board of directors shall be by vote of all current school board members of participating public school districts, with each school board member having one vote.

The ECSU Board of Directors during 1979-80 has been:

Dr. Harry Haugan, Montevideo, Chairman
Mr. Art Olson, Marshall, Vice Chairman
Mrs. Karen Johnson, Spicer, Treasurer
Mr. Dwane E. Bucklin, Buffalo Lake, Clerk
Mr. Jim Fellows, Worthington
Mr. L. Paul Skogrand, Montevideo
Mrs. Dianne Johnson, Appleton
Mr. Marlowe Nelsen, Westbrook
Mr. Richard Vroman, Milroy
Mrs. Orion Frank, Fairfax
Mr. Russell Miller, Maynard
Mrs. Connie Roemer, Tracy

The Board of Directors meets on the third Wednesday of each month. Its duties and powers are outlined in the 1976 act and it functions in much the same way as a board of education in a local district. Basically, it provides

necessary facilities, employs staff, makes contracts, applies for and expends local, state, and federal funds, authorizes expenditures, sets programs, and carries out duties delegated to it by participating school boards.

ECSU ADVISORY COUNCIL

The enabling legislation provides for the selection of an Advisory Council from members of the educational community and lay person, but leaves the number and method of selection up to the individual ECSU board. The 1979-80 Advisory Council consists of sixteen regular members.

Mr. Bernie Ailts	Administrator	Canby Public School
Mr. Jerry Bouchie	Administrator	Eden Valley/Watkins
Sister Theresa Collison	Elementary Principal	St. Anne Elementary
Ms. Sharon Fadness	School Board Member	Ruthton
Ms. Phyllis J. Fredlund	Elementary Teacher	Clarkfield Public School
Mr. Bruce Govig	Administrator	Benson Public School
Sister Elaine Guerber	Administrator	New Ulm Diocese
Ms. Wanda Hixon	Community Member	New London-Spicer
Ms. Marjorie Lindholm	Community Member	Ortonville Public School
Mr. Dennis Litfin	Administrator	Mountain Lake
Mr. Ed Salzer	Administrator	Luverne Public School
Ms. Barbara Schmidt	Community Member	Wabasso
Mr. Al Swanson	Secondary Teacher	Worthington
Mr. Donald Voss	Teacher	Atwater Public School
Ms. Jean Wallukait	Community Member	Ellsworth Public School
Mr. Daniel VanOverbeke	Secondary Teacher	Cosmos

SUPERINTENDENTS' ADVISORY COUNCIL

A council made up of superintendents elected by the separate area cooperatives that comprise ECSU, along with an at-large member and one ex officio member from non-public schools and higher education institutions, works closely with the executive director in developing new programs and modifying existing ones.

The Superintendents' Advisory Council during 1979-80 has been:

Ralph Norland, Montevideo

Virgil Likness, Madison

Dwayne Pecks, Ivanhoe

Norman Mattis, Walnut Grove

Thomas Prunty, Jasper

Norman Miller, Luverne

Verle Conner, Atwater

Vic Clark, Brooten

Ivan Eckstrom, Renville

Doug Anderson, Mountain Lake

Wallace Schoeb, Fulda

Carl Peterson, Belview

Cornelius Smit, Wood Lake

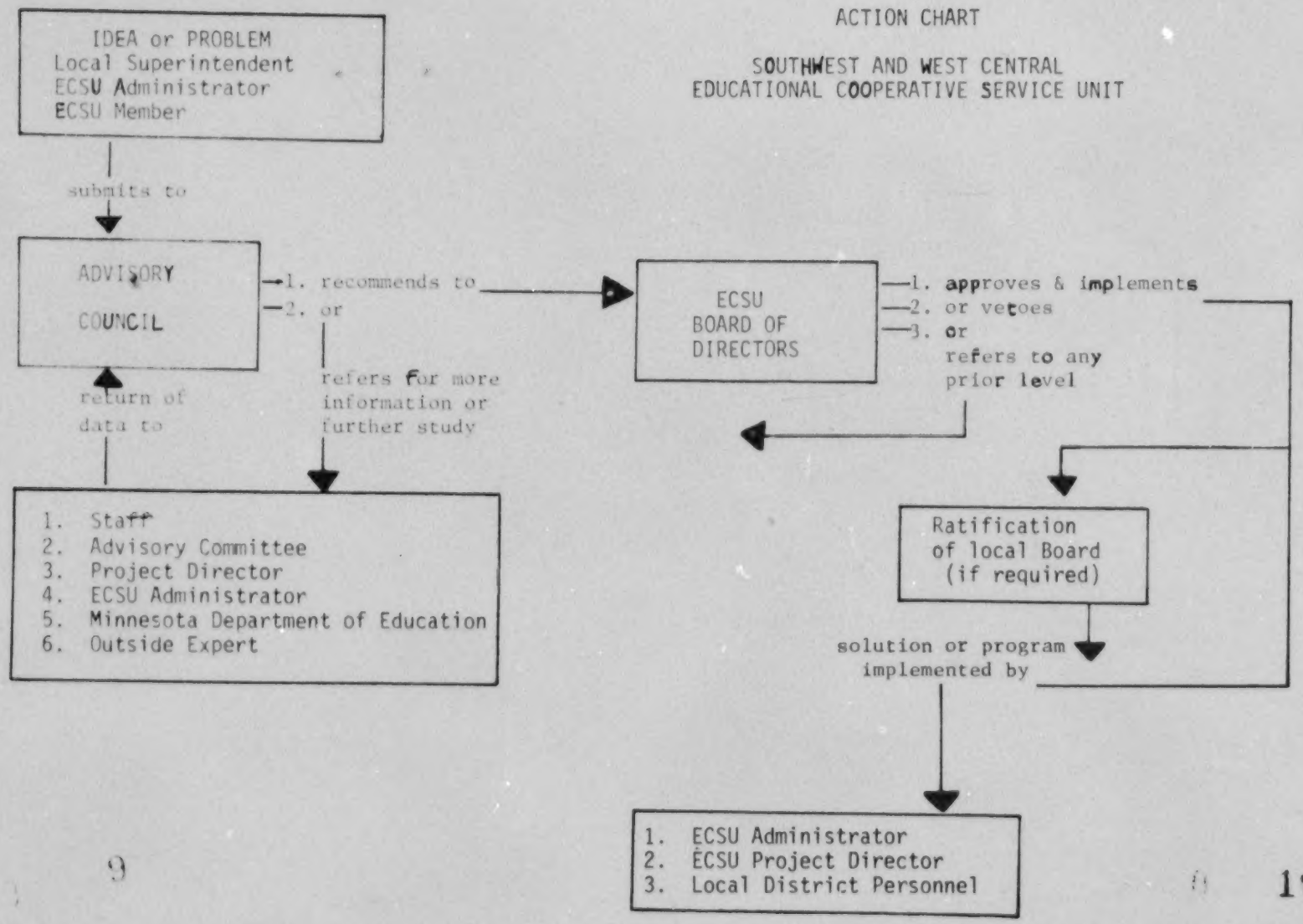
Dr. Ran Fischer, Buffalo Lake

Sister Mary Gen Olin, New Ulm Diocese, (ex officio)

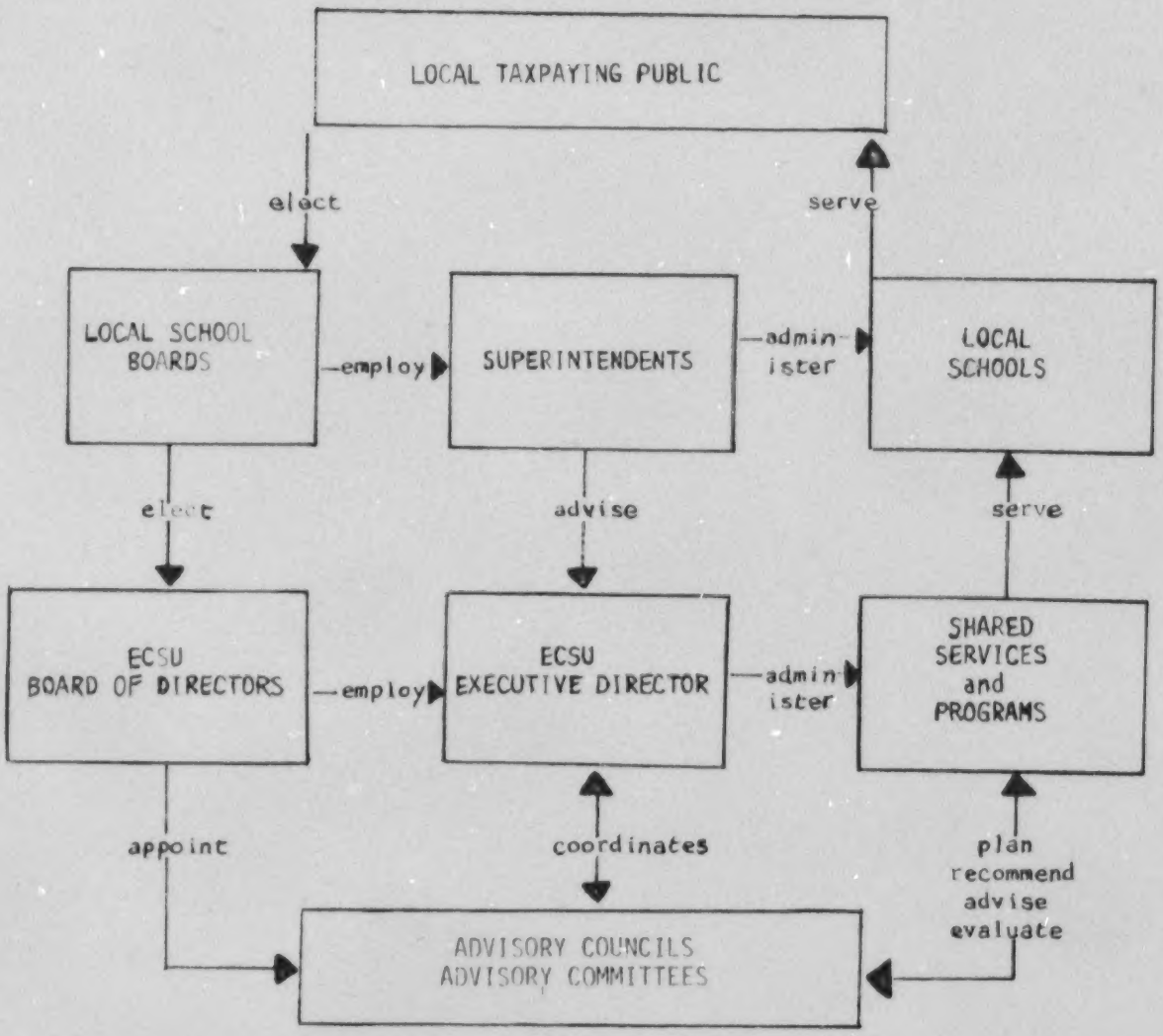
Dick Curry, SSU - Marshall

ACTION CHART

SOUTHWEST AND WEST CENTRAL
EDUCATIONAL COOPERATIVE SERVICE UNIT



THE EDUCATIONAL COOPERATIVE SERVICE UNIT
and the
LOCAL COMMUNITY



PHILOSOPHY

The Board of Directors of the Southwest and West Central Educational Cooperative Service Unit believes that general and uniform educational opportunities should be available to all children of the area served by the ECSU. In striving toward the equalizing of educational opportunity, the ECSU is dedicated to providing assistance as requested by member schools which enhances the availability to all students of those educational programs and services more efficiently and economically provided by a cooperative effort.

The Board of Directors of the Southwest and West Central Educational Cooperative Service Unit further believes that participating in programs and services on the part of the local school districts must be on a voluntary basis and that the ECSU should not assume a mandatory or regulatory role.

UNIT GOALS

The general goals of the Southwest and West Central Educational Cooperative Service Unit shall be:

1. To perform educational planning as requested by member schools.
2. To assist in meeting educational needs of children in participating school districts as requested.
3. To provide educational programs and services as requested by member schools.
4. To assist in securing financial resources to support services and programs as requested by member schools.

GENERAL GOALS, 1979-80

1. To develop better communication linkages between the ECSU and member schools.

2. To refine recruitment techniques for the unit.

3. To facilitate the greater involvement of member schools in the extremities of the region.

The ECSU has initiated a communication linkage program which first concentrates on the inservice of ECSU staff members on the ECSU and the various programs and services offered by the ECSU. A second part of this communications linkage program will be to make ECSU staff members available to school districts on both a formal and an informal basis for further communications. Four kinds of support materials will be utilized.

1. Revised ECSU Transparencies (completed)

2. Booklet "The SW & WC ECSU Past and Present" (completed)

3. ECSU Posters (1 complete, 3 in production)

4. ECSU slide-tape (in production)

Recruitment techniques have been refined by the identification of materials to be sent to prospective candidates. In addition, lists of placement bureaus have been revised, expanded, and updated. Staff members are being sent to key institutions or conventions to carry out recruitment activities. Ads are placed in appropriate newspapers on a nationwide basis. A new salary schedule has been adopted which makes the ECSU competitive and gives the organization the ability to recruit quality staff on a national basis.

Cluster meetings have been held for energy, cooperative purchasing, and general ECSU programs and services.

All the goals established by the Board of Directors for 1979-80 are being addressed. For the most part the General Goals are on-going and need constant attention and work.

GOALS

1979-80

ADMINISTRATIVE SERVICES GOALS

1. To provide superintendents and bookkeepers with technical assistance in the area of school finance and fiscal management.

2. To improve the MECC-MIS services and working relationships with local school districts in the areas of personnel/payroll, finance, and student services.

3. To develop and implement the services of the Educational Planning Services.

INSTRUCTIONAL SERVICES GOALS

1. To develop a capacity to provide curriculum/instruction coordination and development within the ECSU.

2. To secure the Teacher Center grant and to develop the Teacher Center concept in our region.

3. To develop an innovations section which would investigate ideas and technology that have positive implications for school districts and children they serve. (Grant Development)

4. To secure the financial resources to fund a part-time director of instructional services.

5. To provide inservice training as requested to meet P.E.R. objectives.

6. To assist schools to meet state and federal requirements. (Basic Skills, Career Education, Gifted, etc.)

MEDIA SERVICES GOALS

1. Cooperative Purchasing - To improve cooperative purchasing services for member schools.

2. Equipment Repair - To expand equipment repair services in the area of computer peripheral equipment. To further study and design an equipment repair service for typewriters.

3. Film Service - To upgrade the 16mm collection. To secure additional funding to support the media service.

4. Printing - To reduce the deficit of the print service.

SPECIAL EDUCATION SERVICES GOALS

1. To further reduce staff turnover and increase staff morale.

2. To reduce the workload of the special education directors in the service centers by providing additional administrative services for the directors of special education and additional program support for the service centers.

3. To fully develop and implement the services of the 94-142 discretionary project for low incidence handicapped students.

4. To secure funding for programs and projects as identified as areas of high priority by the member schools of the special education cooperatives.

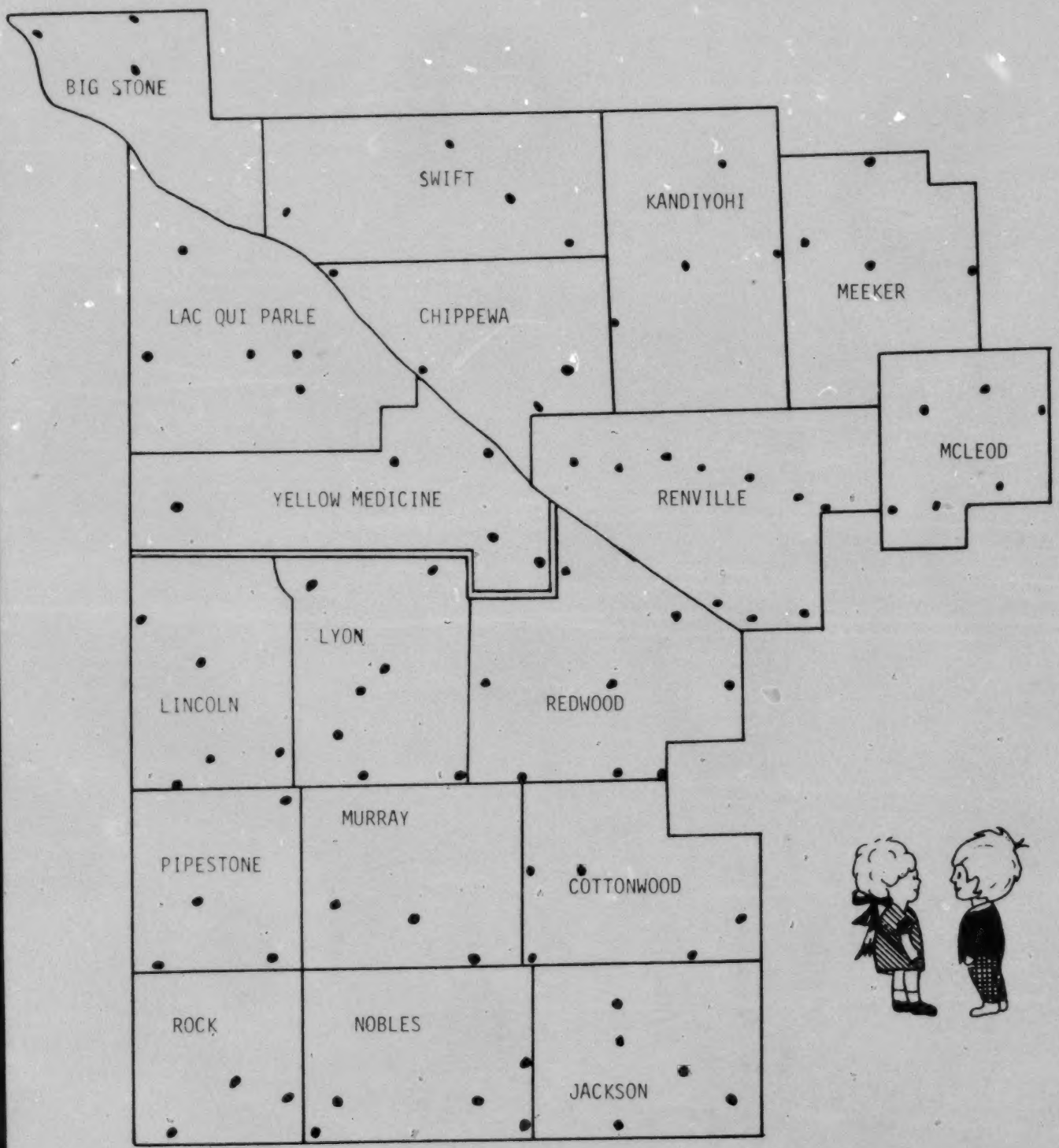
MEMBERSHIP

Membership in the SW and WC ECSU during the year 1979-80 was open to public school districts in Regions 6 and 8. Membership is contingent upon payment of membership dues ($250 per district plus 20¢ per student) plus approval of the bylaws and joint agreement by the school board. By law only public school members may vote or sit on the board, although non-public schools may join as associate members to participate in ECSU services.

Associate membership is also open to public schools outside Regions 6 and 8 who do not participate in the governance but subscribe to special services. Associate membership is $250 per administrative unit.

The list of participating districts is shown on the next page. The 99 public schools and 6 non-public schools represent approximately 65,000 students.

SOUTHWEST AND WEST CENTRAL
EDUCATIONAL COOPERATIVE SERVICE UNIT
Membership Area



ECSU MEMBER SCHOOLS (1979-80)

REGION 6E	REGION 6W	REGION 8N	REGION 8S
Atwater	Appleton	Balaton	Adrian
Bird Island	Beardsley	Belview	Brewster
Brownton	Bellingham	Cottonwood	Chandler-Lake Wilson
Buffalo Lake	Benson	Hendricks	Edgerton
Cosmos	Canby	Ivanhoe	Ellsworth
Danube	Clara City	Lake Benton	Fulda
Eden Valley-Watkins	Clarkfield	Lamberton	Heron Lake-Okabena
Fairfax	Clinton	Lynd	Hills-Beaver Creek
Franklin	Dawson	Marshall	Jackson
Grove City	Echo	Milroy	Jasper
Hector	Graceville	Minneota	Lakefield
Hutchinson	Granite Falls	Morgan	Luverne
Lester Prairie	Kerkhoven-Murdock-Sunburg	Redwood Falls	Magnolia
Morton	Madison	Russell	Mountain Lake
New London-Spicer	Marietta	Ruthton	Pipestone
Olivia	Maynard	Sanborn	Round Lake
Raymond	Milan	Tracy	Sioux Valley-Lake Park
Sacred Heart	Montevideo	Tyler	Slayton
Silver Lake	Ortonville	Verdi	Storden-Jeffers
Stewart	Wood Lake	Wabasso	Westbrook
Willmar		Walnut Grove	Windom
			Worthington

ECSU NON-PUBLIC SCHOOLS

Central Christian School, Prinsburg
Holy Redeemer, Marshall
St. Aloysious, Olivia
St. Anne, Wabasso
St. Edward, Minneota
St. Eloi, Ghent
St. Mary, Bird Island
St. Mary, Tracy
St. Michael, Madison
St. Philip, Litchfield
St. Leo, St. Leo
St. Andrew, Fairfax
St. Mary, Worthington
St. Michael, Morgan

ECSU ASSOCIATE MEMBERS

Belgrade
Brooten
Butterfield
Comfrey
New Ulm Diocese
Paynesville
Springfield

1979 ENROLLMENT

Enrollment of Member Schools	57,601
Enrollment of Non-Public Schools	2,400
Enrollment of Associate Member Schools	4,156
GRAND TOTAL	64,157

PROGRAMS AND SERVICES

The currently operational programs and services offered by ECSU have emerged over the years in response to local school district needs. Some are previously existing cooperative programs, such as the Special Education Centers and the Media Center, which have been incorporated into and expanded by ECSU. Others are new programs, such as the Southwest and West Central Teacher Center, which have been developed to fill needs expressed by member schools.

Each major service is fully accountable to the local schools as well as to ECSU. Both the 1973 and 1976 acts specify that all services are discretionary, and no local school is compelled to participate. Contractual agreements and program budgets for each major service ensure this accountability. Each service must stand on its own.

The needs expressed by member schools are in some cases reactions to state demands. Thus the Legislative mandate that all schools conform to the Uniform Financial Accounting and Reporting System (UFARS) by 1980 has resulted in southwest and west central schools' electing to have the ECSU host the Management Information System (MIS) project in the Elementary, Secondary, and Vocational (ESV) Region IV, which corresponds with ECSU Regions 6 and 8. Two important facts should be remembered: (1) the state, not the ECSU, has mandated UFARS; and (2) the ECSU will help schools comply only as requested.

ECSU's revenues come from three principal sources:

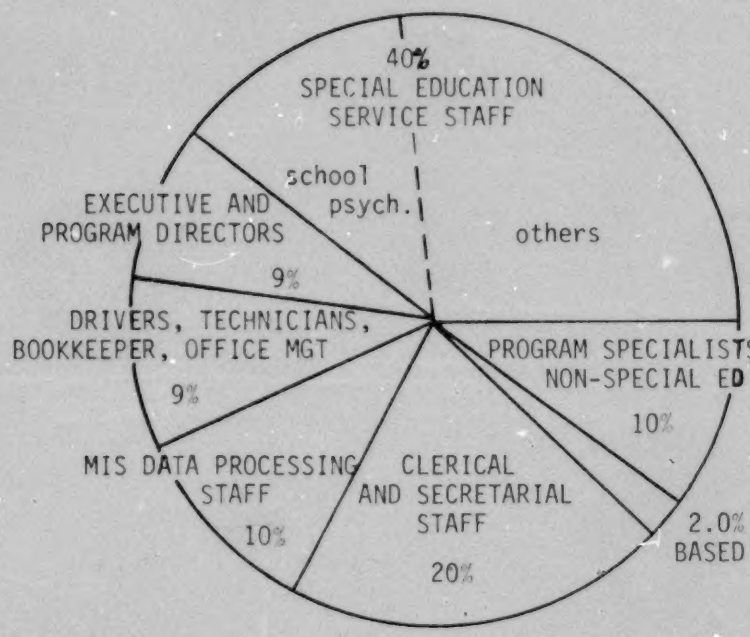
(1) The 1979 Legislature appropriated $48,363 for each development region incorporated into an ECSU, or 92,272 for Regions 6 and 8 combined, to defray part of the administrative cost. Continuation of this funding is expected. In addition, special education state aids help pay salaries of some project staff.

(2) General administrative and program development costs are further defrayed by ECSU membership dues. Local funds also support the major services in the form of assessments or fees for service.

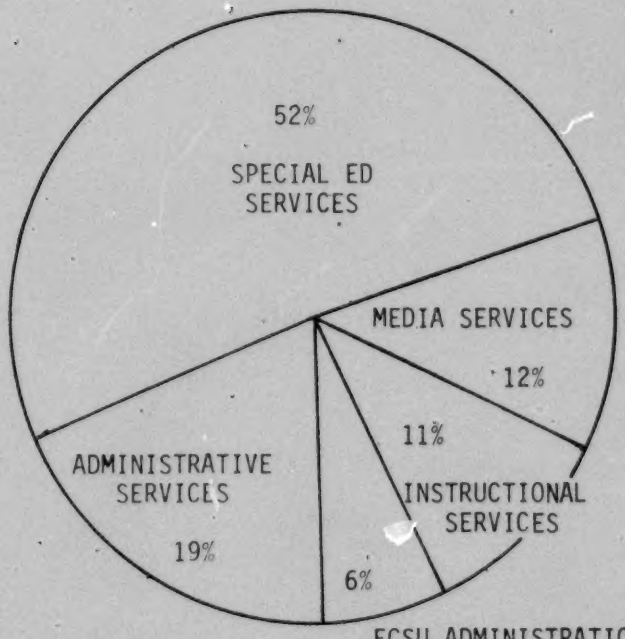
(3) ECSU has applied for and expended state, federal, and private grants for special projects on behalf of the member school districts and of the area as a whole. At the request of most member districts, the ECSU has applied for and helped to administer their share of special education monies made available by P.L. 94-142.

SW & WC EDUCATIONAL COOPERATIVE SERVICE UNIT - PERSONNEL PICTURE

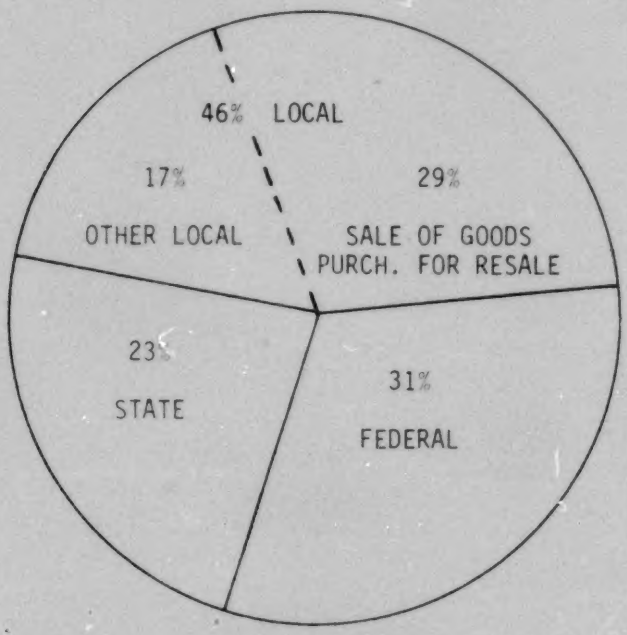
TYPES OF PERSONNEL



TYPES OF SERVICE

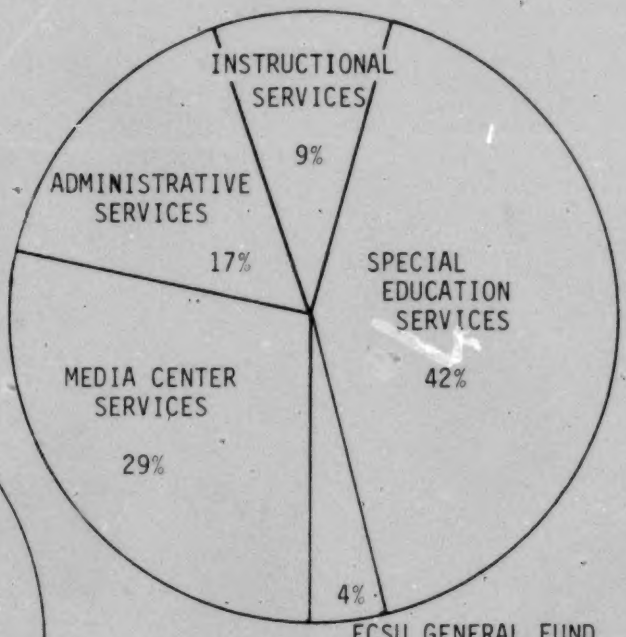


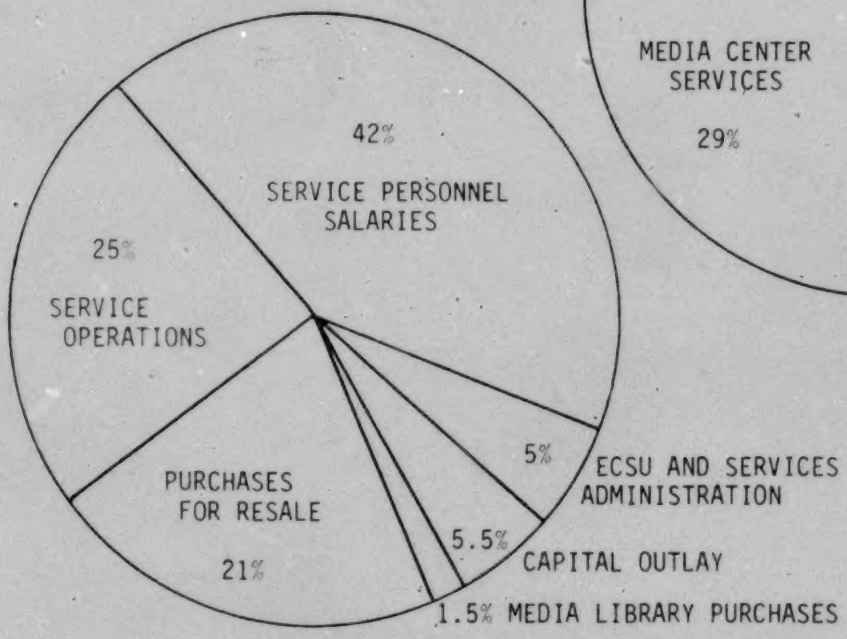
SW & WC EDUCATIONAL COOPERATIVE SERVICE UNIT - FINANCIAL PICTURE



SOURCES
OF INCOME

OBJECTS
OF EXPENDITURE





(23)

Pg. 24-blank

1979-80 ECSU BUDGET SUMMARY

	ECSU ADMINISTRATION	SPECIAL ED SERVICES	INSTRUCTIONAL SERVICES	ADMINISTRATIVE SERVICES	MEDIA CENTER	TOTAL BUDGETS	% OF TOTAL
Balance 7-1-79	63,725	98,760	2,643	65,364	(9,138)	221,354	6%
Revenues							
Local	41,200	288,811	15,350	163,559	1,122,265	1,631,185	40%
State	97,272	400,419	7,133	437,920	0	942,744	23%
Federal	0	899,896	340,914	0	13,717	1,254,527	31%
Total Resources	202,197	1,687,886	366,040	666,843	1,126,844	4,049,810	100%
Expenditures							
Administration	90,805	19,551	10,481	21,855	58,691	201,383	5%
Service Salaries	2,000	1,105,432	137,183	324,690	85,810	1,655,115	42%
Service Operations	0	447,574	218,376	252,895	79,624	998,469	25%
Resale Purchases	0	0	0	0	832,290	832,290	21%
Cap. Outlay & Media	78,108	57,560	0	54,400	72,335	262,403	7%
Total Expenditures	170,913	1,630,117	366,040	653,840	1,128,750	3,949,660	100%
Balance 6-30-80	31,284	57,769	0	13,003	(1,906)	100,150	

1979-80 BUDGET SUMMARIES - SPECIAL ED SERVICES

	SERVICE CENTERS & SEIMC	SPECIAL EDUCATION DIRECTORS	94-142 COOP PROJECTS & PROF. DEV.	SPECIAL ED REGIONAL CONSULTANT	REGIONAL 94-142 DIS. PROJECTS	TOTAL BUDGETS	% OF TOTAL
Balance 7-1-79	98,760	0	0	0	0	98,760	6%
Revenues							
Local	210,075	78,736	0	0	0	288,811	17%
State	318,698	66,369	0	15,352	0	400,419	24%
Federal	215,323	16,586	322,334	38,386	307,267	899,896	53%
Total Resources	842,856	161,691	322,334	53,738	307,267	1,687,886	100%
Expenditures							
Administration	7,456	0	0	1,334	10,761	19,551	1%
Service Salaries	587,553	131,316	207,518	32,720	146,325	1,105,432	68%
Service Operations	168,308	30,375	114,816	19,684	114,391	447,574	27%
Capital Outlay	21,770	0	0	0	35,790	57,560	4%
Total Expenditures	785,087	161,691	322,334	53,738	307,267	1,630,117	100%
Balance 6-30-80	57,769	0	0	0	0	57,769	

1979-80 BUDGET SUMMARIES - INSTRUCTIONAL SERVICES

	IGE & PRINCIPALS	NDN FACILITATOR	TEACHER CENTER	CAREER ED	NUTRITION ED	OTHER INST. PROGS	TOTAL BUDGETS	% OF TOTAL
Balance 7-1-79	369	0	0	0	0	2,274	2,643	1%
Revenues								
Local	8,150	0	0	0	0	7,200	15,350	4%
State	0	0	0	0	0	7,133	7,133	2%
Federal	0	123,000	90,785	36,472	36,425	54,232	340,914	93%
Total Resources	8,519	123,000	90,785	36,472	36,425	70,839	366,040	100%
Expenditures								
Administration	296	2,200	3,150	1,267	1,266	2,302	10,481	3%
Service Salaries	6,000	32,000	39,464	10,725	18,333	30,661	137,183	37%
Service Operations	2,223	88,800	48,171	24,480	16,826	37,876	218,376	60%
Total Expenditures	8,519	123,000	90,785	36,472	36,425	70,839	366,040	100%
Balance 6-30-80	0	0	0	0	0	0	0	

(27)

1979-80 BUDGET SUMMARIES - ADMINISTRATIVE SERVICES

	EDUCATIONAL PLANNING SERVICE	EDUCATIONAL PLANNING TASK FORCE	PLANNING EVALUATION & REPORTING	SHARING STAFF PROJECT	MANAGEMENT INFORMATION SERVICE	TOTAL BUDGETS	% OF TOTAL
Balance 7-1-79	0	44,526	9,419	0	11,419	65,364	10%
Revenues							
Local	0	0	0	0	163,559	163,559	24%
State	80,000	0	0	38,358	319,562	437,920	66%
Federal	0	0	0		0	0	0
Total Resources	80,000	44,526	9,419	38,358	494,540	666,843	100%
Expenditures							
Administration	2,880	1,603	339	1,333	15,700	21,855	3%
Service Salaries	53,440	17,500	0	25,500	228,250	324,690	50%
Service Operations	23,680	25,423	9,080	11,525	183,187	252,895	39%
Capital Outlay	0	0	0	0	54,400	54,400	8%
Total Expenditures	80,000	44,526	9,419	38,358	481,537	653,840	100%
Balance 6-30-80	0	0	0	0	13,003	13,003	

1979-80 BUDGET SUMMARIES - MEDIA CENTER PROGRAMS

	MEDIA SERVICES	CENTRAL PURCHASING	PRINT SERVICE	EQUIPMENT REPAIR	DRIVER ED SIMULATOR	DRIVER ED COORDINATOR	TOTAL BUDGETS	% OF TOTAL
Balance 7-1-79	52,462	(9,379)	(13,591)	(40,476)	1,846	0	(9,138)	0%
Revenues								
Local	147,800	856,375	36,000	74,000	8,090	0	1,122,265	99%
State	0	0	0	0	0	0	0	
Federal	5,000	0	0	0	0	8,717	13,717	1%
Total Resources	205,262	846,996	22,409	33,524	9,936	8,717	1,126,844	100%
Expenditures								
Administration	22,480	21,800	3,000	10,000	1,100	311	58,691	5%
Service Salaries	31,700	5,350	14,160	28,500	0	6,100	85,810	8%
Service Operations	33,523	21,480	7,350	11,655	3,310	2,306	79,624	7%
Resale Purchases	0	805,000	7,000	20,000	290	0	832,290	74%
Cap. Outlay & Media	64,420	1,370	3,700	2,845	0	0	72,335	6%
Total Expenditures	152,123	855,000	35,210	73,000	4,700	8,717	1,128,750	100%
Balance 6-30-80	53,139	(8,004)	(12,801)	(39,476)	5,236	0	(1,906)	

(29)

RED ROCK RIDGE SERVICE CENTER, WINDOM

The Red Rock Ridge Special Education Service Center provides direct services to its 24 member school districts. These services are provided on a contractual basis to meet the specific needs of handicapped children.

During 1979-80, all 24 districts were provided with these services and personnel:

1) Director of Special Education to develop, coordinate, and implement programs;

2) three school psychologists, involved in evaluations and remedial procedures for handicapped students;

3) two prescriptive resource teachers, assisting special education staff in evaluating and planning for students;

4) two facilitators of alternative programs, one concerned with preventing students from dropping out of school and another involved in developing programs in the area of adapted physical education;

5) two speech and language clinicians, one involved in direct service to students, and another providing the same service plus acting as a consultant for 18 speech clinicians in the Red Rock Ridge ECSU;

6) two consultants, one in the area of learning disabilities and another in early childhood handicaps, to provide assistance to educational staff;

7) two CETA-funded staff, involved in assisting mainstreaming handicapped students and giving direct service to school-age mothers;

8) a child study coordinator to assist school districts in the proper placement and education of all handicapped students;

9) a school social worker to coordinate parent, student, and staff relationships; and

10) a competent office staff, consisting of an office coordinator and two secretaries.

During this academic year, numerous inservice programs were conducted by the Red Rock Ridge ECSU staff, a Total Special Education System (TSES) was developed and distributed to all 24 school districts, and our state on-site evaluation was completed to verify our compliance with state and federal laws.

Pages 30, 31, 32 - blank

LITTLE CROW SPECIAL EDUCATION COOPERATIVE
(Willmar Area)

During the 1979-80 school year the Little Crow Special Education Cooperative improved and coordinated individual district special education programs and support services and facilitated inter-district cooperation in these programs.

Cooperative programs funded under P.L. 94-142 were continued in 79-80: the preschool coordinator and the facilitator of alternative programs' projects. In preschool the emphasis was on helping schools address Level II Screening. The facilitator focused attention on the follow-up of dropouts and on identifying potential dropouts.

Three additional grants were written through Title IV-C to develop replication grants for Project Active which will enable 13 school districts in the Little Crow Special Education Cooperative to implement an adapted physical education program.

Efforts were made to develop vocational and career exploration alternatives for handicapped high school students through the writing of the CETA linkage grant.

The LD-MR coordinators conducted inservice sessions for special education teachers during the 79-80 school year on the following topics: critiquing and mastering of IEPs, introduction to precision teaching, contracts, and grading and charting.

Finally, the Minnesota Department of Education conducted a compliance program audit specifying the areas of compliance and non-compliance to state and federal laws of education.

PIPESTONE EDUCATIONAL SERVICE CENTER

The Educational Service Center in Pipestone provides special education services to 21 school districts which make up the Pipestone Special Education Cooperative. Our Service Center staff assist the local school districts in meeting the needs of their handicapped children by providing the services of qualified special education personnel in areas such as school psychology, speech pathology, and social work.

The Pipestone Special Education Cooperative can be proud of its record in serving preschool handicapped children. Only three years ago there were no programs offered for handicapped children who had not attained school age. During this past school year, we saw the expansion of this service to include 9 of our 21 districts. These districts are geographically located so that every preschool handicapped child within our Cooperative has access to a program in his or her own district or in a neighboring district.

We are continuing in our efforts to expand services to children in the "low incidence areas". This generally means children who are visually impaired, hearing impaired, and physically handicapped. The Edgerton Public School District has initiated a program to serve hearing impaired children. The Luverne School District has initiated a program to serve visually impaired children. We will be exploring alternatives for the 1980-81 school term to make such programming available to all children within our Cooperative.

One of our newest special education services is the area of Adaptive Physical Education. This service provides individualized physical education which is adapted to meet the needs of physically or mentally handicapped children. The Slayton Public School District has one of the first programs of this type in the state of Minnesota. Their program has grown and expanded to become a model for other school districts. Their instructor conducts workshops in all parts of Minnesota as well as neighboring states. The Slayton district also has visitors from other districts come to see their program in operation. Our Cooperative is proud to have a part in this pioneering effort.

The school districts within the Pipestone Special Education Cooperative have made great strides in improving both the quality and the quantity of special education services available to our children. We hope to continue expansion in both these areas in the years to come.

MONTEVIDEO EDUCATIONAL SERVICE CENTER

The Montevideo Area Educational Service Center provides contracted support services to 16 school districts in the Special Education Cooperative. It provides direction and coordination for the special education programs and the special education personnel in these school districts.

During the 1979-80 school year, three child study coordinators served the Cooperative schools. The child study coordinator functions included some of the services that the facilitator-coordinator provided in previous years and a number of services that the disability coordinators provided. Each of the coordinators specializes in a particular disability area. For example, one of the child study coordinators coordinated the learning disability (LD) teachers in the Cooperative, a second coordinator all of the teachers of the mentally retarded (MR) in the Cooperative, and a third coordinated all of the speech clinicians and preschool programs in the Coop. In addition, the child study coordinators also assisted the school districts in establishing and improving the functioning of the child study system. The coordinators assisted the school districts with procedural safeguard activities and in meeting the requirements of state and federal laws.

The Center staff assists the school districts with inservice training programs again this year. Funds for professional development were earmarked by the state and federal government. The MR and LD teachers met on a number of occasions and were involved in presentations on instructional programs, evaluation, and developing independent living skills. Preschool handicapped teachers received training in specific teaching approaches with very young children. Parents of children in Infant Stimulation Program also received staff development training.

The handicapped Infant Stimulation Program continued this year. The program changed from a home-based program to a center-based program in the fall of 1979. The Montevideo school district and the Echo-Wood Lake school district offered space for the infant teacher so the children came from their homes to these two locations on a regular basis each week. The infant staff received training from the Milwaukee Program for neurologically disordered children and also from the Outreach staff of the Early Education Project of the St. Paul Public Schools. The staff also received consultative services from a Childhood Autism Program at Children's Hospital in Minneapolis. The preschool coordinator and the regional preschool consultant have continually updated the staff. Video taping equipment has been an important evaluation tool for the project. The children themselves have shown dramatic improvement in their functioning ability since the beginning of the school year. We anticipate this project will continue in the coming school years.

The summer preschool assessment team, which has functioned in these past two years, will continue again in the early summer of 1980. The team's function has been to provide additional assessment services to the individual school districts who have pinpointed youngsters with developmental delays through the preschool screening process. The assessment team does further individual evaluations for programming and assistance with these children for the coming school year.

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

S E I M C

SEIMC is a support service to the special education component of the ECSU. The 1979-80 school year has 60 participating school districts from the SW/WC ECSU plus 6 school districts from the Fergus Falls ECSU. The SEIMC collection is housed in the Media Center in order to use the van delivery system for bi-weekly service to each school.

The overall goal of the SEIMC program is to provide prescriptively relevant educational materials to teachers with exceptional children. Since there has been continued growth in the number of special education programs in our area, a greater number of people are tapping the educational resources of the SEIMC. One of the major purposes of the SEIMC program is to provide local districts with materials which are high in cost, have a short usage duration, and have a highly specific use in terms of student need, that the district is unable to purchase with local monies. A second purpose of the program is to provide teachers with an opportunity to review new materials before purchase.

Each year we add $5,000 worth of instructional materials to the SEIMC collection. SEIMC's inventory is now valued at $125,000. This year we also received $10,000 worth of instructional materials from the Fergus Falls ECSU. By adding new materials each year, we can meet the changing needs of our students and teachers.

Special forms are provided to local faculties for ordering SEIMC materials. Teachers are asked to submit a description of the student's learning needs and materials are provided to meet those specific requirements. We have been working on a catalog and hope to have it in the schools soon. The catalog will list all the titles of materials available through SEIMC purchased prior to the beginning of this school year. The present prescriptive ordering, based upon unique needs of children will be retained; however, it is hoped that providing a catalog will make teachers more aware of the extensive inventory available and increase their use.

The SEIMC library contains approximately 25,000 items such as books, kits, games, records, tapes, filmstrips, and study prints. A professional collection is available to aid teachers in locating additional resources and ideas for instruction.

Along with instructional materials, the SEIMC provides in-service in several areas, including:

1) a basic orientation on procedures for materials use;

2) specific case consultation or management;

3) help in establishing a local district resource center;

4) teacher-made materials in-service;

5) specific topic in-service, i.e. materials for alternative class units.

The SEIMC remains a service of direct use to teachers and students by increasing the available resources for instruction, and rendering assistance in local districts to meet state and federal mandates to provide appropriate educational services.

SPECIAL EDUCATION REGIONAL CONSULTANT (SERC)

The Special Education Regional Consultant position has been an ongoing project for eleven years. The position is funded through P.L. 94-142 funds and special education categorical aids.

During the 1979-80 school year, the consultant has continued to function in Regions 6 and 8 as an advocate for, and a liaison with, the local and state special education agencies. The SERC Office is located in Marshall.

The major activities of the Special Education Regional Consultant this year have been:

1) coordinated the regional child count for federal funding, fiscal year 1981;

2) attended cooperative, regional, and state staff meetings;

3) served as a liaison for communication, dissemination, and coordination of regional activities;

4) supervised all regional people: Special Education Instructional Materials Center director; regional preschool consultant; two audiologists; consultant for the emotionally disturbed; consultant for the visually impaired; and two parent trainers;

5) provided technical assistance to schools in Regions 6 and 8;

6) reported monthly to the ECSU Superintendents' Advisory Council;

7) established a cooperative program between Southwest State University and St. Cloud State to develop a training program for teachers of learning disabilities;

8) established, with the assistance of the directors of special education, three permanent sites for audiological assessments in Regions 6 and 8.

REGIONAL PRESCHOOL HANDICAPPED CONSULTANT

The role of the regional preschool consultant is to provide leadership in the areas of identification, assessment, program planning, and inservice for the pre-kindergarten-aged child and teaching staff.

Much progress has been made toward development of more complete service options for preschool handicapped children. The system of child find has continued to evolve into a comprehensive system, with a more efficient network to identify young children who may be in need of special service.

A medical component has been added to the preschool screening procedures for 4-year-olds. Screening has provided preschool children with the opportunity to participate in developmental and medical evaluation. This has resulted in identification of children who can profit by early intervention procedures, thus providing optimum opportunity for children with delays to have them remediated before first grade.

Programs designed to serve preschool handicapped children have continued to develop. Programs have begun to look in depth at curriculum design and assessment techniques.

Attention is being directed toward service to developmentally delayed infants and toddlers (ages 0-3 years). Two of five cooperatives in Regions 6 and 8 have implemented programs for this group, while one other is in the initial stage of needs assessment.

Inservice education activities have continued during 1979-80, with the inclusion of one-day and three-day workshops. A more specialized activity involving the use of video tapes has begun.

The 1980-81 school year will see continuation of the present program with emphasis on program development in the two principal areas: (1) mandated services for the four-year-old handicapped child and (2) permissive services for the three-and-under age group. Inservice training for preschool teachers and parents will address the techniques associated with long-term observation to evaluate the needs of the pre-kindergarten-aged child. Consultation by the regional consultant will continue throughout the six special education cooperatives.

REGIONAL CONSULTANT FOR VISION IMPAIRMENT

Before the position of Regional Consultant for Vision Impaired was filled in August, 1979, 25 students were identified as being legally blind and 7 as vision-impaired. In the past 6 months, through referrals from schools, 17 new students have been identified as being legally blind. This new figure includes 6 blind multi-handicapped preschoolers, all of whom have been added to the annual federal census. The annual federal census of legally blind students is used to allocate money for books and supplies for blind and vision-handicapped children in the state. The average Braille or large print textbook costs $200; federal money is used to pay for such materials.

Over 120 referrals from school nurses, principals, school psychologists, and State Services for the Blind have been made. All children referred are given assessments for identification of both vision and visual perceptual problems. A detailed report on findings and programming suggestions follows each evaluation. When needed, materials for remediation are supplied.

Presently three established programs serve 13 blind and severely vision-impaired youngsters in the regions. They are at Luverne (3 students), Redwood Falls (6 students), and Olivia (4 students). The 6 preschoolers are served at developmental activity centers (DACs), and several multi-handicapped blind are served through the Willmar State School program. The remaining vision-impaired students are in local public schools. All blind, vision-impaired, and preschool children are served on a continuing consultative basis. Children who have been referred for visual perceptual problems are served by learning disabilities (LD) teachers after consultation.

Inservice this year has been limited to school inservice for classroom teachers working with vision-impaired students at local schools, meetings with nurses on sub-regional levels, and presentations at regional inservice on the preschool blind and vision-impaired.

REGIONAL CONSULTANT FOR THE EMOTIONALLY DISTURBED

The regional consultant for the emotionally disturbed (ED) has been involved in individual assessment; identifying and setting up criteria and screening procedures for child study teams; making recommendations to schools, social workers, and court workers; providing inservice to administrators, teachers, and parents on definition and differentiation of emotionally disturbed students; observing students and doing demonstration teaching; and providing assistance to administrators in examining and developing program models.

During the past year our consultant has worked with over 100 students and has visited 55 school districts. Time has been equally divided between assessing individual students in order to assist local child study teams in program planning, and presenting area-wide workshops for administrators addressing definition, differentiation, incidence of the disability; and program planning.

Conferences and staffing in the individual school districts have satisfied credibility and increased districts' desire for more knowledge and services.

Beginning last fall, graduate course work leading to licensure in working with the emotionally disturbed will be offered by the College of St. Thomas through a flow-through grant jointly sponsored by Southwest and West Central Educational Cooperative Service Unit. At the end of the next 18 months, 44 teachers will be licensed to teach the emotionally disturbed in Regions 6 and 8. The regional consultant will be actively involved in training and consultation with these teachers before and after licensure.

In the coming year the regional consultant for the emotionally disturbed will be assisting administrators and special education staff in setting up programs that will be led by the newly licensed teachers and will take the form of level IV or resource centers. This task involves fitting the special education and mental health philosophy into school districts' mainstream objective.

HEARING CONSERVATION PROJECT

1979-80 was the second year for the hearing conservation project in regions 6 and 8. Much of the time and effort has been concentrated on:

1) increasing school awareness of the number and diversity of students having hearing problems;

2) drafting a tracking system to assure that students with hearing problems receive appropriate educational consideration; and

3) developing a screening and referral schedule to serve schools throughout the school year.

The project this year has included two audiologists and a consultant position for a teacher of the hearing impaired. However, the consultant position was not able to be filled and remains vacant. The audiologists have met with many representatives from school, preschool, public health, nursing, and parents' groups to facilitate and improve services for students. In addition, the audiologists have directly participated in re-evaluating children from school districts who participated in their preschool hearing screening.

Particular emphasis in this project has been placed on students with hearing impairments in need of additional support services in three main areas:

1) children with recurrent, mild, and fluctuating hearing losses who are filtered out of the hearing screening program;

2) children with moderate, severe, and profound hearing impairments who are now remaining in the local district rather than going to a residential school for the deaf; and

3) children who are at high risk for hearing impairments and are enrolled in other special educational programs such as TMR, LD, ED, speech, and language services.

PARENT/SCHOOL COORDINATORS
PARENT TRAINING PROJECT

Parent information training to develop a positive working relationship between the home and the school is provided through a discretionary 94-142 grant. Two part-time parent/school coordinators have been made available, one for Region 6 and one for Region 8, to develop an information system for parents and schools.

As parents of children with special needs, the coordinators appreciate the need to understand better the spirit of the laws written for the handicapped and the school's position in trying to facilitate these laws to meet the needs of their children. The coordinator's job is to help parents and school personnel talk about and understand the important areas of concern for all: the means for children to reach their full potential.

During the past school year, the parent/school coordinators have provided information through the media and workshops for parents and school personnel. They have been available for direct consultation and guidance in working on special education procedures to parents and schools. They have attended individual conferences as invited by those involved in staffing and conference. They have attempted to raise community awareness to the needs of the handicapped child and his or her family. They will continue to be available for individual and group concerns through individual response and workshops.

SOUTHWEST AND WEST CENTRAL TEACHER CENTER

After two years of submitting proposals to the federal government, hundreds of hours of volunteer time in the proposal development process, and an expenditure of $12,295.00 on the part of the ECSU and three M.E.A. UniServs, a funding grant for the establishment of a Teacher Center in Regions 6W, 6E, and 8 was awarded in September, 1979.

The Southwest and West Central Teacher Center is governed by a Policy Board of eighteen educators from the regions, including ten classroom teachers, one elementary principal, one high school principal, one superintendent of schools, one representative from the New Ulm Diocese Schools, two representatives from higher education, the chairman of the ECSU Board of Directors, and the executive director of the ECSU.

Thus far in this first year of funding, much time and effort has been devoted to organizational planning.

The Southwest and West Central Teacher Center will be serving the 5,000+ educators and impacting 60,000+ students in 88 public and 14 parochial schools in Regions 6W, 6E, and 8, covering approximately 12,000 square miles.

The broad goals of the Teacher Center are as follows:

1) To provide for the identified professional development needs of teachers and administrators through a variety of in-service options.

2) To assist teachers and school districts with curriculum development.

3) To provide pertinent and relevant educational research to teachers and administrators for decision-making purposes.

The following are service options which will be provided or facilitated by the Teacher Center:

1) curriculum and staff consultants

2) a drop-in teacher center at Southwest State University--providing classroom space, media, and curriculum resources

3) local expertise--teachers teaching teachers

4) study groups--sharing successful classroom and teaching practices and experiences

5) curriculum coordination and development

6) workshops with follow-through and support systems

7) college-level coursework--offered regionally

Pages 45 & 46-blank

8) a media resource center

9) a curriculum resource center--serving as a repository of the latest and most validated curricula, programs, texts, and materials

10) Minnesota Education Network for Educators (MINE)--to assist with educational research

11) mobile teacher center--to deliver services to schools to meet in-service needs at the local level

12) establishment of a consortium of teachers who wish to write curricula

13) a brokerage or facilitator of leadership training and professional development for administrators

The Teacher Center is a major staff development program affiliated with the ECSU which serves as the fiscal host for the project. It is felt by the members of the Teacher Center Policy Board, the Teacher Center director and staff, the executive director of the ECSU, the Superintendents' Advisory Council, and the ECSU Board of Directors that the Teacher Center has the potential to assist all school staff members and school districts in meeting professional and curriculum development needs.

MINNESOTA INFORMATION NETWORK FOR EDUCATORS

The Minnesota Information Network for Educators (MINE) is a service provided to area educators by the State Department of Education. This service makes it possible for local educators to gain access to information that will help them in educational planning and decision-making. It makes available a wide range of educational research without costing the local educators money or time.

The ECSU member schools have identified individuals to act as linking agents between local educators and the MINE coordinator at the ECSU Office. The linkers assist the local educators in identifying their problems, and then submit the requests for information or resources. During the past year, approximately 250 requests for information have been completed.

In the future, MINE will be a service under the umbrella of the Teacher Center.

STATE FACILITATOR PROJECT

The U.S. Office of Education funded during 1974-76 a number of State Facilitator projects and Developer/Demonstrator (D/D) projects around the U.S. in an effort to test a National Diffusion Network. Schools could receive assistance in adopting educational programs that were originally funded and had been evaluated over several years as cost-effective and worthy of national dissemination.

During fiscal 1977, the project was continued under ESEA Title IV, Part C funding, with the programs being expanded to include Minnesota state-validated programs. These programs were developed within the state and were judged to be worthy of state dissemination. During 1977-80, the dissemination of the state-validated projects was funded by Title IV, Part C, while the National Diffusion Network activities were funded under the General Education Provisions Act by the U.S. Office of Education.

The following were the objectives for the past year:

1) to create widespread awareness of the D/D projects and the Minnesota validated projects in this third of the State;

2) to provide schools with the opportunity to match needs and interests with state and national demonstration programs;

3) to assist schools in the process of adopting state and national demonstration programs.

The Facilitator Project over the past six years has provided awareness and training workshops, visitations, and technical assistance for approximately 16,500 educators. As a result, nearly all schools are using ideas and/or materials from national and state validated programs. Many of these ideas and programs are spreading rapidly to impact more schools than are currently involved. To date, 90 replication grants have been awarded to schools in our third of the state.

IGE AND PRINCIPALS' INSERVICE

A goal of the IGE program is to help districts implement an educational program that is objective-oriented and meets the needs of individual children by providing training programs for teachers and administrators. Thirteen elementary schools in twelve districts have joined the IGE league.

Implementation of IGE helps schools meet legislative requirements of P.E.R. and P.L. 94-142 (mainstreaming). The organizational structure recommended in the IGE program provides an effective alternative to schools faced with staff reductions and declining enrollments.

Schools may participate in all IGE activities after paying $300 membership. Schools contract for local inservice on a per-day basis.

A major activity of the IGE staff in 1979-80 has been to provide a series of inservice sessions designed to help both elementary and secondary principals to improve their personal and professional leadership skills.

A three-day workshop in September has been followed by monthly small-group sessions for a total of 19 principals in Regions 6 and 8.

BASIC SKILLS

The Basic Skills Project is a new venture in cooperation between the ECSUs and the State Department of Education to provide instructional services to local schools.

Basic Skills specialists have been employed by the State Department and assigned to each of the ECSUs. Their responsibilities are to provide leadership, training, and technical assistance to school districts and non-public schools which ask for help. Two Basic Skills specialists have been assigned to the SW/WC ECSU, one for Region 6 and one for Region 8.

Basic skills have been identified in state legislation as listening, speaking, writing, reading, and computing. To assist schools in their curricular areas, a sixteen-day workshop is planned for spring and summer of 1980. The content will be focused on developing an effective curriculum management system and improving the speaking, writing, and listening curricula. Mathematics and reading will receive attention later. At the time of this report twenty school districts and two non-public schools have made a commitment to participate in this project.

ADULT RIGHT-TO-READ

Adult Right-to-Read tackles the problem of the 11 to 15 percent adult Americans who are functionally illiterate today. In the 18 counties served by this ECSU, there are an estimated 5,000 adults who could benefit from individualized tutoring to overcome their handicap of illiteracy. This tutoring is provided by lay community volunteers trained in the Laubach method of tutoring.

The Adult Right-to Read program, funded by Adult Basic Education, provides a coordinator who trains tutors in the Laubach method, assists tutors in recruiting students, and generally coordinates Laubach activities in Regions 6 & 8.

To become a certified tutor, volunteers recruited from the community are required to participate in a 12-hour workshop in the Laubach method. A certified tutor trainer, such as the reigonal coordinator, conducts the workshop. The objectives of the training are to provide an understanding of the Laubach method, to give some teaching tips and techniques, to create an understanding of the non-reading adult, and to give confidence to the tutor who is a non-teacher.

After training, tutors are encouraged to organize a literacy project that becomes their local support group. The local projects receive publicity materials and organizational support from the Minnesota Literacy Council, which works cooperatively with the ECSU-based regional coordinator. With this assistance, the local projects are encouraged to generate publicity for the Laubach program in the local media and to make presentations to service groups and churches in an effort to recruit the non-reading adult.

A telephone for collect calls is available in the office of the regional coordinator for referrals coming from welfare agencies, employment agencies, CETA offices, community action programs, or potential students. In addition, the local project leadership is able to use this telephone service when contacting the regional coordinator for assistance.

When an adult requests help, a tutor is selected by the project leadership to contact the student. Then the student and tutor decide when and where they will meet. The student is encouraged to buy the materials but the tutoring is always free. The tutor keeps a log of student progress and hours tutored.

Since 1973, over 600 volunteers have been trained and certified as Laubach tutors and approximately 520 adult students have been served through 21 local projects in the 18-county area. In addition, many individuals were not reported because tutors respected their privacy, and others were tutored in institutions.

RURAL STUDENTS TUTORING STUDENTS WHILE BEING TRANSPORTED BY BUS

Researchers have identified an instructional strategy for teachers which has consistently been proven successful -- that of tutoring. This Right-to-Read project is designed to help children having difficulty reading by providing them with a tutor and yet not depriving them of valuable interaction time with their teacher and classmates. The tutoring takes place while the children are being transported by bus to and from school.

The major goal of this project funded by the U.S. Office of Education, is to have almost all children presently enrolled in the primary grades to perform successfully by the end of the third grade in the areas of word attack and comprehension skills and to possess an acceptable sight vocabulary. The second goal is to assist those elementary students above third grade to reach their potential in the same areas.

To achieve the goals, the project staff first administered the Wisconsin Design for Reading Skill Development to assess the degree of mastery of 45 word attack skills and 40 comprehension skills. Each participating student was assigned specific skills to be mastered. Mastery is achieved through the use of a variety of games and activities which the tutee completes with assistance from the tutor in the period of 5 to 10 minutes. After a week of tutoring, an assessment for mastery is administered and if the student scores at least 80%, a new skill is assigned.

The students who expressed interest in being tutors received a minimum of five (5) hours of inservice which included activities on how to be a good tutor and how to make sure your tutee has learned something during each session. They also were given the opportunity to work with the games and activities which were developed for use on the bus.

The schools which participated in the project were Holy Redeemer School in Marshall and Atwater Elementary School. Participation at Holy Redeemer included 24 tutors in grades 5 and 6 and 32 tutees in grades 2 and 3. At Atwater, 58 tutees in grades 1, 2, and 3 and 35 tutors in grades 4, 5, and 6 enjoyed the games and activities.

Because this project worked with the Right-to-Read director in each district, each school now has a tutor-tutee model and trained staff with skills to continue working with subsequent groups of tutors with a minimum of expense.

CAREER EDUCATION

The Career Education Program of SW & WC Educational Cooperative Service Unit, funded through a grant from the Federal Career Education Incentive Act (P.L. 95-207), helps community agencies and local school districts coordinate and integrate their efforts in developing their own career education plans. The major purposes of the Career Education program are:

1. To facilitate counselor and teacher use of career education materials in existing school programs.

2. To increase communication on career education needs among business, labor, industry, government, educators, and parents, as well as many students.

The four goals of the program are:

1. Career guidance, placement, and follow-up services to area high school students and interested post-high school adults will expand.

2. Career Education curriculum use will increase in public and non-public schools, thereby increasing student knowledge of career information.

3. Increased communication on Career Education needs among BLIPEG (Business, Labor, Industry, Parents, Educators, Government) will lead to realistic Career Education information being passed on to area students and adults.

4. Stereotyping and tracking by sex, race, or handicap in Career Education materials will be reduced.

A regional advisory council selected to include the entire interested population from regions 6 and 8 gives advice and counsel to the Career Education Coordinator. The Advisory Council includes teachers, counselors, parents, employees, business persons, area Chamber of Commerce manager, parents and teachers of handicapped students, regional educational planning staff, administrators, and representatives of the major minority groups in the regions, along with a large proportion of women. The Advisory Council continuously assesses Career Education needs and adapts the SW & WC program to fit the needs as conditions change.

The area Career Education program has four major activity groups, corresponding to the four goals mentioned above. They are:

1. High School Guidance Package - subsidized use of computerized interest and aptitude tests and career planning information (MCIS) available to all public and non-public schools.

2. Assistance in public and non-public school K-12 Career Education Curriculum Infusion - teacher inservice available to 1-3 teachers per district who then serve as Career Education resources for their home districts.

3. Assistance in Development of Community Cooperation in Career Education - includes model career night and visit formats, as well as development of agency-education linkages.

4. Encourage total program implementation to avoid stereotyping and tracking on basis of sex, race or handicap - includes inservice presentations on nontraditional roles and careers, review of Career Education materials for bias, and recommendation of non-biased materials.

The activities of the Career Education program in 1979-80 have been mostly developmental, i.e. building a communication system to publicize area Career Education activities and goals, and to seek both internal and external support and public commitment from agencies. However, the dissemination of a high school guidance package using the Minnesota Career Information System (MCIS) materials is fully operational and presently used by 34 school districts. Two mini-workshops for new users of the package have been held in the regions with local school district personnel participating.

NUTRITION EDUCATION AND TRAINING

The Nutrition Education and Training Program (NET) is a federally funded project (P.L. 95-166) under the direction of the Minnesota Department of Education. The program is a part of the National School Lunch Act and the Child Nutrition Amendments. The populations served by the NET coordinator for the SW & WC ECSU are eighty-eight public schools, fifty-two non-public schools, and over five hundred licensed day care providers.

The goal of the NET project in Minnesota is to develop a statewide interdisciplinary nutrition education program for students (pre-school through grade twelve) to enable students to make informed food choices.

Sixty percent of the coordinator's time is spent working with schools to develop sequential nutrition curricula to provide current and accurate nutrition information, to assist food service personnel in organizing youth advisory councils and nutrition education activities within their domain, to provide educational resource materials, and to assist with demonstration projects.

Thirty percent of the time is used to provide technical assistance for licensed day care providers. The remainder of the time is used to provide technical assistance to residential child care institutions.

The activities of this past year have been developmental. Some include developing awareness of the project within the regional audiences, meeting with administrators and teachers to assess needs, conducting school and day care in-house workshops, and conducting or being a part of regional and statewide workshops and nutrition projects.

More specifically, the involvement of the NET project in this region includes:

1) three informational meetings to create project awareness

2) three food service seminars

3) four nutrition education mini-workshops

4) five county-wide day care provider workshops

5) two-day workshop for educators K-12 on integrating a nutrition curriculum

6) forty-three presentations in individual school districts to assess needs and initiate program planning

7) fourteen school staff sessions on nutrition curriculum

The 1980-81 school year will see a continuation of present program activity. In the public and non-public schools, emphasis will be on the development and implementation of a sequential curriculum in grades K-6. Technical assistance in nutrition education activities will be provided to school food service

personnel. Focus in the day care community and in residential child care institutions will be in-service training in nutrition curriculum. Activity on the state level projects will occur as the opportunities arise.

All of these activities will address the overall goal: to provide education that will enable students (preschool through grade twelve) to make informed food choices.

EDUCATIONAL PLANNING SERVICES

In June, 1979, a Planning Advisory Committee was formed to develop the purpose and goals of the Educational Planning Service (EPS). The Committee combined the functions of the School-Community Planning Project; the Planning, Evaluating, and Reporting program (PER); and the Educational Planning Task Force.

Educational Planning Services' purpose is to facilitate and assist with organizational planning for member school districts as requested, and for the ECSU organization when it may be required by the ECSU Board of Directors.

The functions that were developed by the Planning Advisory Committee are:

1) to assist local schools in development and use of sound educational planning practices;

2) to provide regional and other data in planning for educational improvements;

3) to provide planning and evaluation services for the ECSU organization; and

4) to assist the ECSU organization in maintaining liaison with the State of Minnesota and with regional and state-wide educational organizations relative to long-range regional and local planning and service needs.

In September, 1979, the Educational Planning Services office became a reality with the staffing of a coordinator for curriculum and planning and two part-time research assistants. These additions to the office, along with the director of planning and the secretary, provided assistance to the schools and ECSU.

The planning staff carried out the goals of the office, which are to improve communications within school districts, and between schools and the ECSU; to improve long-range planning and curriculum through PER; to make long-range enrollment and financial projections via computer; to develop awareness of rural education needs and monitor federal and state legislation; and to improve intra-ECSU planning functions.

EPS communicates through a variety of methods. A newsletter, "The Planner," is for school administrators, advisory committee members and other interested people. Slide/tapes, transparencies, booklets, and posters were developed to inform school district and ECSU personnel about SW & WC ECSU services.

EPS designed three workshops to provide technical assistance for PER. In the first, "PER: Testing and Evaluation Strategies" in January, 1980, the participants met with representatives from the State Department of Education at Willmar and at Worthington, for individual consultations on testing.

Pages 57 & 58 - blank

The second in the series was "Future Strategies: Long-Range Planning for Curriculum Improvement," where a model five-year plan for curriculum improvement was presented. The third workshop is being held on April 16, titled, "School-Community Public Relations Strategies." This workshop will assist schools in developing viable public relations programs; a sample PER report will also be presented.

Additional technical assistance is provided through phone consultations and on-site visits.

EPS is developing a computer model for schools to aid in projections of enrollments, revenues, and expenditures. The model will be compatible with the Apple II mini-computers.

Through monitoring of legislative activity and requests from legislative advisory committees, EPS continues to develop an awareness of our unique needs. EPS conducted a study on course offerings and class size in grades 10-12 in the ECSU area, and has participated in legislative hearings called by the Education Committees of both the House and the Senate.

EPS, through annual needs assessment and evaluations, with cooperation of school personnel, ECSU advisory committee members, and board members, continues to develop services that will meet the needs of southwest and west central Minnesota school districts. Fall, 1979, results of the assessment gave the impetus to form ad hoc advisory committees for gifted and career education. A career education proposal was funded by the state with federal monies and is now under the direction of its own coordinator.

EPS has located additional resource materials on planning and management, consequently expanding the administrative resource library. School administrators have doubled the use of the library this year. As materials are published that are relevant to our needs, they will be placed in the library for the districts' use.

MANAGEMENT INFORMATION SYSTEMS (MIS) FOR ESV REGION IV

The delivery of Management Information Service (MIS) to the elementary, secondary, and area vocational-technical (ESV) schools of Minnesota is to be accomplished through seven regional centers. Two of the regional centers are located in the Twin Cities (TIES and METRO II). The remainder of the state, the outstate area, is serviced by five regional centers, numbered I through V. Our region, the southwestern corner of the state, is ESV Region IV, and it encompasses economic planning regions 6 and 8. This is the same geographical region which is served by the Southwest and West Central ECSU. Thus, ESV-MIS Region IV is part of the SW & WC ECSU.

This organizational arrangement is unique in that the other six regional centers have been established as separate joint-power organizations whose sole function is to provide computer services to their member schools. Having the ESV-MIS function as part of the ECSU assures greater ownership of the Region by the districts, which results in a greater level of responsiveness to the individual needs of the districts.

Our region was the first in the state to have districts up on the state personnel payroll system and the first region to have districts operational on both the personnel payroll and finance systems.

Although ESV-MIS is charged with providing programs in three major areas (finance system, personnel payroll system, and student services system), the current emphasis in our region, and in most other regions, is to have all the school districts up on the finance system "on or before July 1, 1980," as mandated in Minnesota Statute 121.92.

We have sufficient staff and equipment to assist our school districts in meeting all their MIS reporting requirements. By July 1, 1980, at least 95% of all the ECSU districts will be operational on the finance system, and 24 districts will be operational on the state payroll system. Even though the personnel payroll system is not mandated, as is the finance system, it has a high priority in many districts because of the close connection between it and the finance system. For example, employee wage distributions are combined into transactions by account number in the personnel payroll system and passed onto the finance system for posting.

A wide range of delivery of MIS services is available to the school districts in our region. Some school districts have computer hardware in their districts which connect with the regional host computer facilities. Other school districts interact with the regional center in a strictly manual mode of operation; that is, they mail their data to the regional center, and the regional center processes the data. The resulting reports and checks are then sent to the respective districts by UPS, Media Center van service, or some other form of delivery.

We are currently undergoing a long-range study to assure that all our anticipated computer hardware needs are met in the most cost-effective manner.

SHARING STAFF PROJECT

This has been the third and final year of a grant from the Council on Quality Education (CQE) funding the Sharing Staff Project.

After two years of extensive research and gathering of data on the need for and feasibility of various sharing arrangements among the nine districts involved, two volumes were produced, the "Sharing Staff Working Papers," and "The Processes of Sharing."

The third year of the project has focused on the development and implementation of a Cooperative Business Office. Eight of the nine participating school districts signed a joint powers agreement establishing a governing board and outlining areas of cooperation.

The Cooperative Business Office, located in Ivanhoe and supervised by the Ivanhoe superintendent, serves Ivanhoe, Russell, Lynd, Hendricks, Ruthton, Lake Benton, Verdi, and Tyler School Districts. Besides centralizing business and accounting expertise to the benefit of all, the Cooperative Business Office is coordinating all 8 districts' conversion to the MECC-MIS finance system and use of a single remote computer terminal.

The problems and successes of the Sharing Staff Project have suggested a model of paths to follow and errors to avoid that will be useful to all the smaller school districts in Minnesota.

MEDIA CENTER

The Media Center in Montevideo is the location and organizational grouping of Media Services, Equipment Repair, Print Service, and Cooperative Purchasing Service, which are housed in a building lent to the ECSU by the Montevideo School District.

MEDIA SERVICES

The media collection is a cooperative effort by schools to improve curriculum in participating schools. Schools are provided with a variety of media materials as noted below. All the materials are listed in a catalog by subject and title. Between 300 and 400 pieces are used daily by the schools, and are delivered to schools twice a week via van delivery.

In 1979-80 there were 63 contracted members consisting of parochial and public schools, serving 30,006 students. The rates were:
kindergarten - $2.35 per student, grade 1-12 - $4.70 per student, plus a $150 membership fee per school district.

Last year, 35,438 16mm films were used to serve 34,962 students. At a current average rental rate of $25 per film, this would have cost $885,950, a savings of $752,680; not including additional use of other media.

Approximately 248 new films were added to the collection and 164 obsolete films were deleted.

Total collection and related data:

16mm films	4,094	8mm loop films	266
16mm duplicate titles	1,062	Syper 8mm loop films	359
Record/cassette filmstrips	752	Slide Sets	98
Ready made transparencies	163	Transparencies	417
Study Prints	51	Tapes	2,143
Video Tapes Reel-to-reel	23	Video Tapes-Cassette	48
Records	233	Kits	146

These materials and the delivery system are one of the more valuable services requested by principals and teachers, and have a definite effect on the curriculum.

A driver education multimedia simulation unit purchased with a federal grant in 1978, is used by schools in an effort to upgrade driver education. In 1979-80, 1,560 pupils from 17 rural districts were taught on the simulator at 8 sites. At two of the sites, a host district is cooperating with 3 to 6 smaller neighboring districts to maximize efficient use of the equipment.

Pages 63 & 64 - blank

EQUIPMENT REPAIR

This service repairs the various kinds of audiovisual equipment used in teaching. The equipment is picked up via the delivery van and usually returned on the next trip. No special membership is required, and a $16/hour rate is charged to all that use this service. Average rates in the Twin Cities and Sioux Falls are at $25/hour.

Most of the schools in the ECSU take advantage of this service, with the exception of larger schools who have their own technician. From July 1, 1979, through December 31, 1979, 739 pieces were repaired.

Teletype repair services were used by 47 schools at a cost of $220 per unit. This service was also used by a few schools in the Fergus Falls ECSU in 1979-80. Typewriter repair service was tabled as a result of a cost-effectiveness study.

PRINTING SERVICE

This service has evolved from a CQE, Right-to-Read project, and is now a basic service to schools and the ECSU itself. The printing of a carbonless form used in evaluation, booklets of teacher-produced materials, and in-house materials comprise the bulk of printing.

This service is available to all the schools in the ECSU, and there is no special charge to use this service. This department operates on a cost basis to the schools.

The Right-to-Read materials are produced and sold to any school interested in obtaining them. These games and activities are coordinated with most of the current elementary reading programs. This effort by the state and teachers in developing the materials has had repeated requests by other educators in the area and meets many curriculum needs.

EQUIPMENT LOAN

As a carry over from the old ERDC and ESA pilot programs, equipment was loaned or rented to schools. Since then, most schools have purchased the equipment they would use on a regular basis. The Media Center does rent out 16mm projectors, filmstrip projectors, overhead projectors, a portable P.A. system, a photographic slide duplicator and few other small items. The rental price ranges from $5 - $10 per day per piece of equipment.

COOPERATIVE PURCHASING

This is an effort by schools to pool their buying power on a yearly basis to obtain competitive prices by buying in quantity. This service is used by 98% of the school districts in the ECSU. A warehouse with 13,500 sq. ft. was purchased in 1979-80 to facilitate the flow of goods and storage for those schools who need it. An advisory board directs the efforts of this service to schools.

ECSU STAFF 1979-80

Marshall ECSU Office

Glen Shaw	Executive Director
John Arneson	MECC Services Coordinator (SDE)
Ellen Arnsdorf	Nutrition Education Coordinator
Betty Aune	Office Manager
Carol Bachman	Data Processor
Sidney Belt	MIS Director
Arthur Bennett	Regional Vision Consultant
Peter Breyfogle	Data Entry Operator
Carmen Derynck	Secretary
Jill Dingman	Coordinator for Curriculum Planning
Rose Dolan	Assistant Service Coordinator, MIS Finance
Phyllis Dunteman	Data Processor
Magge Ericson	Planning Research Assistant
Karl Evers	Career Education Coordinator
Donna Ford	Educational Planning Director
Ed Gander	Service Coordinator, MIS Finance
Suzanne Gorecki	Secretary
Edna Gossen	Secretary
Linda Grong	Regional Audiologist
Duby Hanson	Regional Accounting Coordinator
Gary Herman	Basic Skills Coordinator (SDE)
Judy La Brecque	Data Processor
Janice Lee	Secretary
Mary Livingston	Clerk-Typist
Jody Lorig	Data Processor
Joan Louwagie	Assistant Services Coordinator, MIS Payroll
Harold MacDermot	Basic Skills Coordinator (SDE)
Margaret Mann	Parent/School Coordinator
Diane Maxwell	Secretary
Mary Morstad	Data Processor
Judy Nordquist	Secretary
Wanda Ochocki	Adult Basic Education Coordinator
Lynn Omodt	Service Coordinator, MIS Finance
Marlene Ord	Head Bookkeeper
Barbara Padfield	Bookkeeping Secretary
Diane Peach	Secretary
Cindy Peterson	Data Processor
Richard Peterson	Facilitator for NDN Programs
Sara Robertson	Regional Preschool Coordinator
Jerry Robicheau	Special Education Regional Consultant
Marjorie Rothenberger	Entry Operator
Rhonda Ruppert	Secretary
Linda St. Aubin	Computer Operator/Programmer
Janet Salhus	Data Processor
Susan Scheele	Data Processor
Phyllis Schlagel	Tutoring Project Assistant
Bette Schweer	Secretary
Mara Snyder	Regional Consultant for Emotionally Disturbed
Ron Stadherr	Service Coordinator, MIS Payroll
Janet Stassen	Clerk
Monica Steuck	Data Entry Operator
Carrie Swift	Secretary
Bill Swope	Teacher Center Director
Sally Tobey	Administrative Assistant
Lois Werpy	Receptionist

Pg 67 blank

ECSU STAFF - 1979-80

Montevideo ECSU Office

Dave Peterson	Director of Special Education
Bonnie Anderson	Typist
Martin Arriola	FAPS/MR Coordinator
Karen Club	Infant Program Aide
Audrey Dalien	LD Coordinator
Patrick Gunter	School Psychologist
Susan Johnson	Speech Clinician
Cheryl Knoll	Regional Audiologist
Loren Olberding	Child Study Coordinator
Denise Reuther	School Psychologist
Beth Rodeberg	Typist
Lynn Sidor	Speech Clinician
Teresa Wagner	Aide
Leona Weber	Secretary
Mary Weber	SEIMC Coordinator
Richard Williams	School Psychologist

Montevideo Media Center

Kenneth Bauman	Director of Media Center
Sheryl Beyer	Printer
Wayne Gustafson	Driver
Mary Huntley	Film Inspector
Robert Jorgenson	Electronic Technician
Shirley Kirschman	Office Coordinator
Lee Kvanli	Electronic Technician
Melva Larson	Secretary
Irene Olson	Clerk-Typist
John O'Malley	Maintenance
David Saue	Driver
Gerald Schafer	Driver
Patricia Skogrand	Materials Clerk
Connie Tevogt	Clerk-Typist
Janis Wik	Film Winder

Pipestone ECSU Office

David Lammers	Director of Special Education
Dianne Amdahl	Clerk-Typist
Barbara Anderson	Speech Clinician
Randall Arnold	School Psychologist
Gwen Boyd	Speech Coordinator/Clinician
Penelope Cammack	Speech Clinician
Willis Crow	FAPS-Preschool Coordinator
Mary DuHoux	School Psychologist
Pamela Engebretson	Speech Clinician

ECSU STAFF 1979-80

Pipestone ECSU Office (continued)

Lynn Husby	School Social Worker
Sharon Irish	Secretary
John Judkins	School Psychologist
Luella Mundahl	Cleaning Person
Raymond Staatz	School Psychologist
Ellen Wheeler	Learning Disabilities Teacher

Willmar ECSU Office

William Naylor	Director of Special Education
Jean Anderson	TMR Coordinator
JoAnn Borreson	School Psychologist
Connie Christiansen	MR Coordinator
Jean Deisting	Secretary
Edward Downey	School Psychologist
Jan Downey	Parent/School Coordinator
John Harris	School Psychologist
Gregory Hilde	School Psychologist
Debora Hoting	Clerk-Typist
Beverly Kelley	Secretary
Norma Perry	School Psychologist
Sandra Seydel	Preschool Coordinator
Mary Stevens	School Psychologist
Mary Lou Werner	LD Coordinator

Windom ECSU Office

Frank DiCristina	Director of Special Education
Agnes Bakke	Cleaning Person
Linda Cary	Clerk-Typist
Mary Egan	School Social Worker
Barbara Erickson	Prescriptive Resource Teacher
Suzanne Erickson	Preschool Coordinator
Sonia Golly	LD Coordinator
Stephen Hooper	School Psychologist
Owen Hornung	School Psychologist
Beverly Marth	Secretary
Richard Pederson	School Psychologist
Wayne Peterson	Speech Coordinator/Clinician
Barbara Salem	Secretary
Sandra Silver	Child Study Coordinator
Mary Tebbe	Speech Clinician
Jon Ubbelohde	Adaptive Physical Education Facilitator
Sandra Adams Wenisch	Prescriptive Resource Teacher

SOUTHWEST AND WEST CENTRAL

EDUCATIONAL COOPERATIVE SERVICE UNIT

Bylaws

May 20, 1976
with
1979 Amendments

SOUTHWEST AND WEST CENTRAL EDUCATIONAL COOPERATIVE SERVICE UNIT

Bylaws

I. NAME

The name of this organization shall be the Southwest and West Central Educational Cooperative Service Unit (hereinafter referred to as "SW & WC ECSU").

II. ESTABLISHMENT OF THE SOUTHWEST AND WEST CENTRAL EDUCATIONAL COOPERATIVE SERVICE UNIT

A. System Created. The SW & WC ECSU has been established pursuant to Chapter 8, Laws of Minnesota, 1976, Section 471.59, Minnesota Statutes, and written agreements (hereinafter called "The Agreement") entered into by certain independent school districts. The geographical boundaries of the SW & WC ECSU shall coincide with Region Six West, Region Six East, and Region 8 as identified in Governor's Executive Order 8, dated September 1, 1971, with the following exceptions:

(1) Existing school district boundaries shall not be altered as a result of this act,

(2) The entire school district shall be a member if the central administrative office for that school district falls within the SW & WC ECSU, and

(3) School districts whose central administrative office is located within Douglas, Grant, Pope, Stearns, Stevens, or Traverse counties may also be members of the SW & WC ECSU. However, this membership will be terminated and these school districts should become members of an educational service unit serving their governor's planning region whenever such

a unit is established.

B. Purpose. The general purposes of the ECSU are stated in the enabling legislation: "It is declared to be a policy of the state to make general and uniform educational opportunities available to all school children in the state. In striving toward this equalizing of educational opportunity, the policy of the state shall be to encourage cooperation in making available to all students those educational programs and services which may most efficiently and economically be provided by a consortium effort of several school districts."

It is further stated that "the primary purposes of designation as an ECSU shall be to perform educational planning on a regional basis and to assist in meeting specific educational needs of children in participating school districts which could be better provided by an ECSU than by the districts themselves. The ECSU shall provide those educational programs and services which are determined, pursuant to subdivision 8, to be priority needs of the particular region and shall assist in meeting specific needs which arise from fundamental constraints upon individual school districts."

III. ORGANIZATION AND PROCEDURE OF THE BOARD OF DIRECTORS

A. Governing Board. The care, management, and control shall be vested in a board of directors composed of 12 members elected at large from the SW & WC ECSU. Members of the board of directors shall be current members of school boards of participating public school districts. Election to the board of directors shall be by vote of all school board members of participating public school districts with each school board member having one vote. Members shall be elected to serve a term of three years beginning on July 1 next following the election. Elections shall occur after the third Tuesday in May but not later than June 15. A vacancy on the board which results in an unexpired term shall be filled by appointment by the board of directors until such vacancy can be filled at the next annual election.

(1) Nomination Paper. Nomination papers in behalf of a candidate for member of the board of directors of the SW & WC ECSU shall be filed with the executive director not more than forty-five days, nor less than twenty days prior to the election at which a member is to be elected. Each candidate shall be nominated by a petition signed by a majority of a member school board, which petition shall identify the district from which a candidate is to be elected, the name of the candidate, that he/she is a resident of the named area and a brief resume' of the candidate's background and experiences.

(2) Ballots. The board of directors of the unit shall cause to be printed the ballots for election of members of such board, and not later than 10 days before the election shall deliver to the secretaries of the member school districts a sufficient number of ballots for use by the school board members in the district. The ballots shall be printed in a form conforming to state laws concerning election of school board members.

B. Organization. The first meeting of the ECSU board shall be at a time mutually agreed upon by board members. At this meeting, the ECSU board shall choose its officers and conduct any other necessary organizational business. The ECSU board may, in its discretion, appoint up to three superintendents of school districts within the ECSU as ex officio, non-voting members of the board. The officers of the ECSU board shall be a chairperson, vice-chairperson, clerk, and treasurer, no two of whom when possible shall be from the same school district. A member of the ECSU board shall have the same liability applicable to a member of an independent school board.

C. Legal Address. The legal address of the Board shall be the business office of the executive director.

D. Duties and Powers of the Board. The board of directors shall have authority to maintain and operate the SW & WC ECSU. Subject to the availability of necessary resources, included among the powers and duties of this board are:

(1) The board of directors shall submit by June 1 of each year to member school districts and to the state board of education an annual plan which describes the objectives and procedures to be implemented in assisting in resolution of the primary educational needs of the area.

(2) The board of directors shall have the authority to provide adequate office, service center, and administrative facilities by lease, purchase, gift, or otherwise, subject to the review of the state board of education as to the adequacy of the facilities proposed.

(3) The board of directors is authorized to appoint special advisory committees composed of superintendents, central office personnel, building principals, teachers, and lay persons.

(4) The board of directors is authorized to employ a central administrative staff and such other personnel as shall be necessary to provide and support the agreed upon programs and services. The board may discharge staff and personnel pursuant to provisions of law applicable to independent school districts. ECSU staff and personnel may participate in retirement programs and any other programs available to public school staff and personnel.

(5) The board of directors is authorized to appoint personnel pursuant to certification standards developed by the state

department of education and the teacher standards and certification commission.

(6) The board of directors is authorized to enter into contracts with school boards of local education agencies, including schools outside the SW & WC ECSU area.

(7) The ECSU board of directors may enter into contracts with other public and private agencies and institutions which may include, but are not limited to, contracts with Minnesota institutions of higher education to provide administrative staff and other personnel as necessary to furnish and support the agreed upon programs and services.

(8) The board of directors shall exercise all powers and carry out all duties delegated to it by participating local school districts under provisions of the ECSU bylaws. The ECSU board of directors shall be governed, when not otherwise provided, by the provisions of law applicable to independent school districts of the state.

(9) The board of directors shall submit an annual evaluation report of effectiveness of programs and services to the school districts within the SW & WC ECSU and to the State Board of Education by September 1 of each year following the school year in which the program and services were provided.

(10) The board of directors shall appoint an executive director and such number of project supervisors as may be deemed necessary. The board shall also fix the salary and conditions of employment of such officers, which may include reasonable and necessary expenses, vacation and sick leave. The board may designate one project supervisor as assistant director for

the purpose of exercising the power and duties of the executive director during the absence or disability of the regional administrator and to act as interim director during any vacancy in the office of executive director.

The executive director shall under the direction of the board exercise the following power and duties:

a. Act as secretary and executive officer of the board.

b. Preside at the organizational meeting of the board in July and transmit to the State Commissioner of Education within two weeks following such meeting a certified copy of the proceeding of organization, including the schedule of regular meetings and names and addresses of all board of directors.

c. Attend all regular and special meetings of the board, when so required by the board and advise the board on all questions under consideration.

d. Serve as ex officio member on all advisory committees or councils appointed by the board.

e. Provide for the keeping of minutes of all meetings of the regular board, recording all proceedings and official actions and keeping such other records as may be necessary for complete information regarding member schools.

f. Act for the board as the custodian of records, reports, documents, correspondence, educational equipment, and supplies, and other property and maintain inventories and indices thereof.

g. Prepare and present the business to be acted upon at meetings of the board.

h. Prepare an annual report, at times designated by the enabling legislation and the Commissioner of Education, giving a full abstract of the reports made to him/her by various project and program supervisors.

i. Maintain custody of the funds of the board. He/she shall write drafts against ECSU funds only for expenditures properly approved by the board. He/she shall be bonded by the board and make financial records of the board available at all times and submit them annually for audit.

j. Prepare and submit an itemized budget for approval by the board of directors.

k. Endeavor to promote through meetings and conferences with school officials, teachers, parents, and the public generally, and by distribution of pamphlets, bulletins and other materials, an active interest in all desirable types of public education and to suggest needed changes and improvements identified by member schools.

(12) The board of Directors shall meet at the call of the chairperson or any three members of the board.

a. An agenda shall be sent to each member at least five (5) days prior to the meeting of the board. Matters of an emergency nature not on the agenda may be considered at the time of the meeting by consent of three-fourths of all directors present.

b. A quorum at any meeting of members of the board shall consist of a majority of the elected board of directors.

c. The order of business at the board meetings shall be as follows:

1. Determination of a quorum and call to order.
2. Approval of minutes of previous meeting.
3. Acceptance of receipts and approval of expenditures.
4. Unfinished and old business.
5. Hearing of individual delegations and presentation of petitions.
6. Reports of the executive director and any special committees or advisory councils.
7. Presentation of written communications.
8. New business.
9. Adjournment.

d. The meetings of the board at which official action is taken shall be public meetings and no person shall be excluded therefrom.

E. Initiating Membership.

(1) Membership for public school districts. Membership in the SW & WC ECSU is open to all public school systems whose main administrative offices are located in the regions described above and who elect to pay the membership service fee as determined by the board of directors. Participation and voting privileges in the governance of the ECSU shall be limited to member public school districts. The member public school districts electing to participate in special programs and services shall pay a fee proportionate to the extent of their participation in that special program or service. Participation in programs or services shall be discretionary and no school district shall be compelled to participate in those services under authority of the enabling legislation.

The school district may be admitted to membership upon passage of an appropriate resolution of the member school board, signing of the memorandum of agreement, the acceptance of the bylaws of the SW & WC ECSU by the member school board and the payment of membership fees.

(2) Associate memberships for non-public schools. Associate membership is open to non-public school administrative units within the SW & WC ECSU regions. Associate members are entitled to copies of the publications and notices of the ECSU. They cannot vote nor can they hold elective offices in the ECSU. Non-public school students and personnel may participate in programs and services to the extent allowed by law. Non-public school administrative units desiring associate membership shall pay an associate membership fee, as determined by the board of directors of the SW & WC ECSU. Any non-public school administrative unit electing to participate in a special program or service shall pay a fee proportionate to the extent of their participation in that special program or service.

(3) Associate membership for public schools. Associate membership is open to public school districts in other regions upon payment of associate membership fees as determined by the board of directors of the SW & WC ECSU. Public school districts who are associate members are entitled to copies of the publications and notices of the SW & WC ECSU. They cannot vote nor can they hold elective offices in the ECSU. Public school districts who are associate members may elect to participate in special programs or services by paying a fee

proportionate to the extent of their participation in that special program or service.

F. Dissolution of Membership. A school district or non-public school administrative unit may elect to withdraw from participation in the ECSU by a majority vote of its full board membership and upon compliance with the applicable withdrawal provisions of the SW & WC organizational agreement. Upon receipt of the withdrawal resolution reciting the necessary facts, the ECSU board shall file a certified copy with the state board of education. The withdrawal shall be effective on the June 30 following receipt by the board of directors of written notification of the withdrawal at least six months prior to June 30. Notwithstanding the withdrawal, the proportional share of any expenses already certified to the withdrawant school district or non-public school administrative unit for the ECSU shall be paid to the ECSU board of directors.

G. Legal Action. The board of directors may prosecute in its name and defend or settle action brought by or against it.

H. Financial Support. Financial support for ECSU programs and services shall be provided by participating local school districts and non-public school administrative units with private, state and federal financial support supplementing as available. The ECSU board of directors may, in each year, for the purpose of paying any administrative, planning, operating or capital expenses incurred or to be incurred, assess and certify to each participating school district and non-public school administrative unit its proportionate share of any and all expenses. This share shall be based upon the extent of participation by each district or non-public school administrative unit and shall be in the form of a service fee. Each participating district and non-public school administrative unit shall remit its assessment to the ECSU board of directors as provided in the ECSU bylaws. The assessments

shall be paid within the maximum levy limitations of each participating district. No participating school district or non-public school administrative unit shall have any additional liability for the debts or obligations of the ECSU except that assessment which has been certified as its proportionate share or any other liability the school district or non-public school administrative unit agrees to assume.

Any property acquired by the ECSU board of directors is public property to be used for essential public and governmental purposes which shall be exempt from all taxes and special assessments levied by a city, county, state, or political subdivision thereof.

The ECSU is a public corporation and agency and its board of directors may make application for, accept and expend private, state and federal funds that are available for programs of educational benefit approved by the state board of education in accordance with regulations adopted by the state board of education pursuant to Minnesota Statutes, Chapter 15. The state board of education shall not distribute special state aid or federal aid directly to the ECSU in lieu of distribution to a school district within the ECSU which would otherwise qualify for and be entitled to this aid without the consent of the school board of that district.

I. Insurance. The board may procure insurance against liability of the board and of its officers and employees for damages resulting from wrongful acts and omissions of the members, the board, and its officers and employees, whether the acts or omissions relate to governmental or proprietary functions of the board. Insofar as this insurance relates to governmental functions of the board, the policy of insurance shall contain a provision under which the insurance company agrees to waive the defense of governmental immunity up to the limits of the policy unless the board consents to the assertion of the defense.

IV. MEETING OF MEMBERS

A. Annual Meetings. An annual meeting of representatives of the members shall be held in the month of April on such date and at such place as the board of directors shall designate. An agenda shall be sent to each member school district at least ten (10) days prior to the annual meeting. All matters to be acted thereon shall be submitted in writing to the executive director no later than fifteen (15) days prior to such meeting. To the extent that the same may be reasonably possible, matters submitted in the form of a resolution, shall appear on the agenda in the form prepared and proposed.

B. Special Meetings. Special meetings of members may be called by the board of directors or any five (5) members. The call for the special meeting must state the business to be transacted and no business shall be transacted other than that specified in the call.

C. Notice of the annual or special meetings shall be given by written notice deposited in the United States Post Office by first class mail addressed to the address of each member school district at least five (5) days before such meeting.

D. Each member school district shall be entitled to two (2) representatives to the annual and special meetings. Appointment shall be made by the school board of the member and shall be communicated to the executive director. The school board of the member may also designate alternates for each representative and notify the executive director as to their selection in a like manner.

V. MINUTES OF PROCEEDINGS

A. Minutes of proceedings of the board shall be mailed to the members. The minutes of the preceding meeting shall be approved by the board and signed by the chairperson.

B. A copy of all motions and the names of the persons making and seconding motions shall be recorded. There shall be a recorded vote if the vote is not unanimous.

C. The board shall designate official newspaper(s) and publish its minutes therein as required by law.

VI. RULE OF ORDER

A. The rules of parliamentary procedure in the latest edition of Robert's Revised Rules of Order shall govern the board and advisory committees and councils in their deliberations in all matters except as otherwise provided in these bylaws. Rules may be amended at any meeting by majority vote. The order of business may be suspended at any meeting by mutual agreement or by a majority vote.

VII. COMMITTEES

A. The board shall have no standing committees.

B. The board shall authorize such special committees as are deemed necessary. A special committee shall report to the board and shall be dissolved when its report is accepted by the board.

C. There shall be an advisory council selected to give advice and counsel to the board of directors. This council shall be composed of superintendents, central office personnel, principals, teachers, parents and lay persons. A plan detailing procedures for selection of membership in this committee shall be submitted by the ECSU board of directors to the state board of education.

VIII. FISCAL YEAR

A. The fiscal year shall commence on July 1 and end on June 30 of each year. The board shall employ qualified accountants for the purpose of conducting an annual post-audit upon the books and records of the board.

regulations appropriate to independent districts shall govern audit procedures.

IX. AMENDMENTS

A. These bylaws may be amended by the affirmative vote of a majority (50% plus 1) of the representatives present at the annual meeting or special meeting, provided that the substance of the proposed amendments shall have been submitted in writing to each member at least ten (10) days prior to such vote.

EDUCATIONAL COOPERATIVE SERVICE UNITS

M. S. 123.58, As Amended By Laws 1979,

Chapter 195

AN ACT relating to education; the establishment of educational cooperative service units to provide educational services and programs on a regional basis; providing for in-service training of teachers; appropriating money therefor.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. (123.58) (EDUCATIONAL COOPERATIVE SERVICES UNITS.) Subdivision 1. (DECLARATION OF POLICY.) It is declared to be a policy of the state to make general and uniform educational opportunities available to all school children in the state. In striving toward this equalizing of educational opportunity, the policy of the state shall be to encourage cooperation in making available to all students those educational programs and services which may most efficiently and economically be provided by a consortium effort of several school districts.

Subdivision 2. (ESTABLISHMENT OF EDUCATIONAL COOPERATIVE SERVICE UNITS.) (a) In furtherance of this policy, ten educational cooperative service units are designated. Each unit, should it become operational, shall be termed an educational cooperative service unit, hereafter designated as an ECSU. Geographical boundaries for each ECSU shall coincide with those identified in governor's executive orders 8, dated September 1, 1971, and 59, dated May 29, 1973, issued pursuant to the regional development act of 1967, Minnesota Statutes, Sections 462.381 to 462.397, with the following exceptions:

(i) Development regions one and two shall be combined to form a single ECSU;

(ii) Development regions six east and six west shall be combined to form a single ECSU;

(iii) Development regions seven east and seven west shall be combined to form a single ECSU.

The ECSU shall cooperate with the regional development commission for the region with which its boundaries coincide but shall not be responsible to nor governed by that regional development commission.

(b) The geographic location of the central administrative office of a school district shall determine the membership of the total school district in a particular ECSU. Existing school district boundaries shall not be altered as a result of this section.

(c) Two or more identified ECSU units may, upon approval by a majority of school boards of participating school districts in each affected ECSU, be combined and administered as a single ECSU unit but state assistance shall be allocated on the basis of two or more ECSU units.

(d) The initial organization of each ECSU may occur only upon petition to the state board of education by a majority of all school districts in an ECSU. The state board of education shall, upon receipt of this petition, invite representation from all public school districts and shall encourage the participation of nonpublic school administrative units to the extent allowed by law in an ECSU at a regional meeting. The state board of education shall then assist in the necessary organizational activities for establishment of an ECSU pursuant to the requirements of this section.

Subdivision 3. (PURPOSE OF ECSU.) The primary purposes of designation as an ECSU shall be to perform educational planning on a regional basis and to assist in meeting specific educational needs of children in participating school districts which could be better provided by an ECSU than by the districts themselves. The ECSU shall provide those educational programs and services which are determined, pursuant to subdivision 8, to be priority needs of the particular region and shall assist in meeting special needs which arise from fundamental constraints upon individual school districts.

Subdivision 4. (MEMBERSHIP AND PARTICIPATION.) Full membership in an ECSU shall be limited to public school districts of the state but non-voting associate memberships shall be available to non-public school administrative units within the ECSU. Participation in programs and services provided by the ECSU shall be discretionary and no school district shall be compelled to participate in the services under authority of this section, except that all school districts whose central administrative offices are within that ECSU whose boundaries coincide with those of development region 11 shall participate in the planning and planning research functions of that ECSU. No planning or planning research decision of that ECSU shall be binding on these region 11 districts. Non-public school students and personnel are encouraged to participate in the programs and services to the extent allowed by law.

Subdivision 5. (GOVERNING BOARD.) (a) The care, management, and control of an ECSU shall be vested in a board of directors composed of not less than six nor more than 15 members. Members of the ECSU board of directors shall be current members of school boards of participating public school districts. Election to the ECSU board of directors shall be by vote of all current school board members of participating public school districts with each school board member having one vote.

(b) At the initial election, not less than six nor more than 15 members shall be elected at large from the ECSU, one-third of the members for a one year term from July 1 next following the election, one-third of the members for a two year term, and one-third of the members for a three year term, to serve until a successor is elected and qualifies; provided that if the number of members is not evenly divisible by three, the membership will be as evenly distributed as possible among one, two, and three year terms with the remaining members serving the three year term. Elections shall occur after the third Tuesday in May but not later than June 15, or within 90 days following the filing of the initial petition with the state board of education. Thereafter, members shall be elected to serve a term of three years beginning on July 1 next following the election.

(c) Notwithstanding any contrary provisions in (a) and (b), the school boards of districts within that ECSU whose boundaries coincide with those of development region 11 may form a representative assembly composed of one current

school board member from each district. The care, management, and control of that ECSU shall be vested in the representative assembly if one is formed. The representative assembly shall elect an executive committee of not less than six nor more than 15 members to terms as provided in clause (b) to have those powers and to carry out those duties delegated to it by the representative assembly. In the election of its executive committee, the representative assembly shall establish such electoral districts as necessary to ensure proportional representation based on school enrollments within the ECSU. The provisions of clauses (d), (e), (f), and (g) of this subdivision shall apply to the executive committee of this ECSU.

(d) A vacancy on the board which results in an unexpired term shall be filled by appointment by the board of directors until such vacancy can be filled at the next annual election.

(e) The first meeting of the ECSU board shall be at a time mutually agreed upon by board members. At this meeting, the ECSU board shall choose its officers and conduct any other necessary organizational business. The ECSU board may, in its discretion, appoint up to three superintendents of school districts within the ECSU as ex officio, non-voting members of the board and shall encourage the advisory participation of administrators of nonpublic school administrative units within the ECSU to the extent allowed by law.

(f) The officers of the ECSU board shall be a chairman, vice chairman, clerk, and treasurer, no two of whom when possible shall be from the same school district.

(g) A member of the ECSU board shall have the same liability applicable to a member of an independent school board.

Subdivision 6. (DUTIES AND POWERS OF ECSU BOARD OF DIRECTORS.) The board of directors shall have authority to maintain and operate an ECSU. Subject to the availability of necessary resources, the powers and duties of this board shall include the following:

(a) The board of directors shall submit within 90 days after the filing of the initial petition with the state board of education and by June 1 of each year thereafter to the state board of education and to each participating school district an annual plan which describes the objectives and procedures to be implemented in assisting in resolution of the educational needs of the ECSU.

(b) The ECSU board of directors may provide adequate office, service center, and administrative facilities by lease, purchase, gift, or otherwise, subject to review of the state board of education as the the adequacy of the facilities proposed.

(c) The ECSU board of directors may employ a central administrative staff and other personnel as necessary to provide and support the agreed upon programs and services. The board may discharge staff and personnel pursuant to provisions of law applicable to independent school districts. ECSU staff and personnel may participate in retirement programs and any other programs available to public school staff and personnel.

(d) The ECSU board of directors may appoint special advisory committees composed of superintendents, central office personnel, building principals, teachers, parents and lay persons.

(e) The ECSU board of directors may employ service area personnel pursuant to licensure standards developed by the state board of education and the board of teaching.

(f) The ECSU board of directors may enter into contracts with school boards of local districts including school districts outside the ECSU area.

(g) The ECSU board of directors may enter into contracts with other public and private agencies and institutions which may include, but are not limited to, contracts with Minnesota institutions of higher education to provide administrative staff and other personnel as necessary to furnish and support the agreed upon programs and services.

(h) The ECSU board of directors shall exercise all powers and carry out all duties delegated to it by participating local school districts under provisions of the ECSU bylaws. The ECSU board of directors shall be governed, when not otherwise provided, by the provisions of law applicable to independent school districts of the state.

(i) The ECSU board of directors shall submit an annual evaluation report of the effectiveness of programs and services to the school districts and non-public school administrative units within the ECSU and the state board of education by September 1 of each year following the school year in which the program and services were provided.

(j) The ECSU board is encouraged to establish cooperative, working relationships with post-secondary educational institutions in the state.

Subdivision 7. (APPOINTMENT OF AN ADVISORY COUNCIL.) There shall be an advisory council selected to give advice and counsel to the ECSU board of directors. This council shall be composed of superintendents, central office personnel, principals, teachers, parents, and lay persons. Nonpublic school administrative units are encouraged to participate on the council to the extent allowed by law. A plan detailing procedures for selection of membership in the council shall be submitted by the ECSU board of directors to the state board of education.

Subdivision 8. (EDUCATIONAL PROGRAMS AND SERVICES.) Pursuant to subdivision 6, and rules and regulations of the state board of education, the board of directors of each operational ECSU shall submit annually a plan to the public school districts within the ECSU, the nonpublic school administrative units, and the state board of education. The plan shall identify the programs and services which are suggested for implementation by the ECSU during the following shcool year and shall contain components of the long range planning determined by the ECSU in cooperation with the state board of education and other appropriate agencies. The state board of education may review and recommend modification of the proposed plan and conduct ongoing program reviews. These programs and services may include, but are not limited to, the following areas:

(a) Administrative services and purchasing
(b) Curriculum development
(c) Data processing
(d) Educational television
(e) Evaluation and research
(f) In-service training

(g) Media centers
(h) Publication and dissemination of materials
(i) Pupil personnel services
(j) Regional planning, joint use of facilities, and flexible and year-round school scheduling
(k) Secondary, post-secondary, community, adult, and adult vocational education
(l) Individualized instruction and services, including services for students with special talents and special needs
(m) Teacher personnel services
(n) Vocational rehabilitation
(o) Health, diagnostic, and child development services and centers
(p) Leadership or direction in early childhood and family education
(q) Community services
(r) Shared time programs.

Subdivision 9. (FINANCIAL SUPPORT FOR THE EDUCATIONAL COOPERATIVE SERVICE UNITS.) (a) Financial support of ECSU programs and services shall be provided by participating local school districts and non-public school administrative units with private, state and federal financial support supplementing as available. The ECSU board of directors may, in each year, for the purpose of paying any administrative, planning, operating, or capital expenses incurred or to be incurred, assess and certify to each participating school district and non-public school administrative unit its proportionate share of any and all expenses. This share shall be based upon the extent of participation by each district or non-public school administrative unit and shall be in the form of a service fee. Each participating district and non-public school administrative unit shall remit its assessment to the ECSU board as provided in the ECSU bylaws. The assessments shall be paid within the maximum levy limitations of each participating district. No participating school district or non-public school administrative unit shall have any additional liability for the debts or obligations of the ECSU except that assessment which has been certified as its proportionate share or any other liability the school district or non-public school administrative unit agrees to assume.

(b) Any property acquired by the ECSU board is public property to be used for essential public and governmental purposes which shall be exempt from all taxes and special assessments levied by a city, county, state or political subdivision thereof.

(c) A school district or non-public school administrative unit may elect to withdraw from participation in the ECSU by a majority vote of its full board membership and upon compliance with the applicable withdrawal provisions of the ECSU organizational agreement. Upon receipt of the withdrawal resolution reciting the necessary facts, the ECSU board shall file a certified copy with the state board of education. The withdrawal shall be effective on the June 30 following receipt by the board of directors of written notification of the withdrawal at least six months prior to June 30. Notwithstanding the withdrawal, the proportionate share of any expenses already certified to the withdrawing school district or non-public school administrative unit for the ECSU shall be paid to the ECSU board.

(d) The ECSU is a public corporation and agency and its board of directors may make application for, accept and expend private, state and federal funds that are available for programs of educational benefit approved by the state board of education in accordance with regulations adopted by the state board

of education pursuant to Chapter 15. The state board of education shall not distribute special state aid or federal aid directly to an ECSU in lieu of distribution to a school district within the ECSU which would otherwise qualify for and be entitled to this aid without the consent of the school board of that district.

Subdivision 10. (JOINT POWERS ACT.) Nothing in this act shall restrict the authority granted to school district boards of education by Section 471.50.

1979-80
CALENDAR OF EVENTS

SOUTHWEST AND WEST CENTRAL EDUCATIONAL COOPERATIVE SERVICE UNIT

Calendar of Events
1979-80

JULY

10	Planning Advisory Committee Meeting - Marshall
13	MIS Advisory Committee Meeting - Marshall
18	ECSU Board of Directors Meeting - Marshall
19	Special Education Administrators' Workshop - Marshall

AUGUST

1	MIS Annual Financial Report Training - Marshall
1	Hutchinson Planning Meeting - Hutchinson
2	Montevideo Planning Meeting - Montevideo
3	Granite Falls Planning Meeting - Granite Falls
6	Planning Advisory Committee Meeting - Marshall
7-8	Superintendents' Advisory Council Meeting - Minneapolis
10	Montevideo Planning Meeting - Montevideo
10	Informational Meeting - Montevideo
12	Media Advisory Committee Meeting - Montevideo
13	MIS Advisory Committee Meeting - Marshall
13-16	Dance Education Training - Montevideo
14-16	ECSU Fall Staff Inservice - Marshall
15	ECSU Board of Directors Meeting - Marshall
20-22	Vocational Reading Power Training - Worthington
20	Developmental Disabilities Workshop - Willmar
21	Orientation of Special Education Staff - Willmar
22	Pipestone Cooperative Advisory Committee Meeting - Pipestone
22	MIS Payroll Review Training - Marshall
23	MIS Payroll Review Training - Marshall
23-24	Speech Inservice Training - Willmar
24	Project ILA Training - Marietta
24	PACER Orientation - Marshall
27	SEIMC Inservice - Morgan
28	PACER Informational Meeting for Superintendents - Willmar
28	"Accepting Individual Differences" - Marshall
28	Orientation of Special Education Staff - Willmar
29	"Accepting Individual Differences" - Marshall
30	Montevideo Cooperative Speech Clinicians to SEIMC - Montevideo
30	Project ILA Training - Canby

SEPTEMBER

5	MIS Willmar Finance Training - Willmar
6	PACER Information Meeting for Parents - Willmar
10	PACER Informational Meeting - Willmar
10-12	Project ACTIVE Training - Montevideo
11	PACER Informational Meeting - Willmar
12	New Staff Orientation - Willmar
12	Regional Accounting Coordinator Advisory Committee Meeting - Marshall
12	Media Advisory Committee Meeting - Montevideo
12-14	Principals' Inservice Workshop - Marshall

SEPTEMBER - cont'd

13	PACER Informational Meeting for Psychologists - Willmar
13	Child-Study Process Workshop - Marshall
14	MIS Advisory Committee Meeting - Marshall
14	School District Reorganization Workshop - Marshall
14	School Diagnostic Clinic Workshop - Willmar
14	Red Rock Ridge Superintendents' Advisory Council - Windom
17	Workshop on 212 Line for Child-Study Staff - Olivia
18	Child-Study Coordinators Inservice - Willmar
18	Futuristics Awareness - Willmar
18	Bus Tutoring Overview Workshop - Marshall
19	SEIMC Inservice - Hector
19	"Accepting Individual Differences" - Marshall
20	Speech Inservice - Willmar
20	Red Rock Ridge General Superintendents' Meeting - Windom
20	PACER Workshop - Marshall
21	Pipestone Cooperative Superintendents' Meeting - Pipestone
22	Special Education Inservice - Marshall
24	PACER Inservice for Social Workers Family Service - Willmar
24	Montevideo Area Superintendents' Advisory Council Meeting - Montevideo
24	Basic Skills Overview Workshop - Willmar
24	Advisory Meeting for First Year Superintendents - Marshall
24	Little Crow Superintendents' Advisory Council - Willmar
24	Meeting of Nursery School Teachers - Willmar
24	PACER Inservice for Social Workers - Willmar
25	MIS Payroll Database Training - Marshall
25	Basic Skills Workshop - Marshall
25-27	Precision Teaching Training - Willmar
25-26	ECSU Advisory Council Meeting - Marshall
26	Precision Teaching Inservice - Willmar
26	Project ACE Training - Marshall
27	MIS Finance Training - Willmar
27	EPTF Coordinating Committee - Marshall
27-28	Minnesota Community Studies Training - Clara City
28	School Districts Reorganization Planning Meeting - Marshall

OCTOBER

1	Learning Disabilities Workshop - Worthington
1	Special Education Inservice on Child-Study Procedures - Canby
2	Gifted Advisory Committee - Marshall
3	Cooperative Purchasing Advisory Committee Meeting - Montevideo
3	Urban Arts Workshop - Montevideo and Marshall
3	PACER Workshop - Willmar
4	IEP Inservice - Windom
4	Speech Materials and Methods Workshop - Windom
4	PACER Workshop - Worthington
4	Superintendents' Advisory Council Meeting - Glenwood
4	Principals' Inservice Workshop - Willmar
4-5	General Superintendents' Meeting - Glenwood
5	Preschool Inservice - Heron Lake/Okabena
5	SEIMC Inservice - Montevideo
5	PACER Workshop - Worthington
6	SEIMC Inservice for Edgerton Staff - Montevideo

OCTOBER - cont'd

9 IEP Inservice - Montevideo
10 First Year Superintendents' Workshop - Marshall
10 Speech Materials and Methods and Preschool Review - Windom
10 NET Informational Meeting - Willmar
10 Media Advisory Committee Meeting - Pipestone
11 Planning Meetings on Pairing - Marshall
11 IEP Inservice - Heron Lake/Okabena
11 Learning Disabilities Materials Workshop - Fulda
11 NET Informational Meeting - Marshall
11 IGE Principals' Meeting - Marshall
11 PACER Workshop - Hutchinson
12 School Nurses Inservice - Pipestone
16 Special Education - Headstart Regional Planning Meeting - Montevideo
16 NET Informational Meeting - Worthington
16 Preschool Co-Mingling Meeting - Montevideo
16 Montevideo Follow-Through Awareness - Montevideo
16 BASIC Awareness Day - Montevideo
17 Meeting with Mental Health Center Board - Worthington
17 Principals' Inservice Workshop - Marshall
17 ECSU Board of Directors Meeting - Marshall
19 "School Psychology and Emotional Disturbance Workshop and Brainstorming - Marshall
23 Teacher Center Policy Board Meeting - Marshall
23 SEIMC Inservice - Fergus Falls
23 Inservice on Emotionally Disturbed Children - Slayton
23 IGE HUB Meeting - Granite Falls
24 IPE Inservice - Mountain Lake
24 Autistic and Other Exceptional Children Workshop - Slayton
24 PACER Presentation at Lyon County Library "Emphasis Day" - Marshall
25 PACER Workshop - Redwood Falls
25 Learning Disabilities Materials Workshop - Sioux Valley
25 SEIMC Inservice - Montevideo
26 MIS Advisory Committee Meeting - Marshall
29 Project SAIL Workshop - Windom
30 MIS Payroll Information Training - Marshall
30 Project SAIL Workshop - Montevideo
30 Learning Disabilities Materials Workshop - Sioux Valley

NOVEMBER

1 "Accepting Individual Differences" - Marshall
1 Principals' Inservice Workshop - Willmar
2 Autistic and Other Exceptional Children Workshop - Granite Falls
2 NET Workshop for District FHA Advisors - Montevideo
2 Woodcock-Johnson Psychoeducational Battery Workshop - Windom
5 Special Education Meeting with County Welfare Directors - Marshall
6 Common Inservice Day - Madison and Willmar
6 Common Inservice Day - Marshall and Slayton
6 Learning Disabilities - IEP Workshop - Redwood Falls
8 EPTF Coordinating Committee - Marshall
8 PACER Workshop - Montevideo
9 PACER Workshop - Montevideo

NOVEMBER - cont'd

12	Superintendents' Advisory Council Meeting - Marshall
12	Preschool Teachers' Aides Workshop - Hutchinson
13	Staff Inservice on ECSU Services - Bellingham
13	Teacher Center Policy Board Meeting - Marshall
13-15	IEP Workshops - Willmar
14	Autistic and Other Exceptional Children Workshop - Granite Falls
14	MIS Payroll Transmittal Training - Marshall
14	PACER Information Meeting for Child-Study Coordinator - Willmar
14	Speech Clinicians' Workshop - Windom
14	Learning Disabilities IEP Workshop - Brewster
14	Media Advisory Committee Meeting - Montevideo
15	Cluster Meeting on Cooperative Buying - Morgan
15	ECSU Board of Directors Meeting - Marshall
17	NET Workshop for District FHA Advisors - Hector
19	Career Education Advisory Council - Montevideo
19	Workshop on Preschool Materials for Homebased Programming - Worthington
19	Cluster Meeting on Cooperative Purchasing - Appleton
19	IEP Workshop on 212 Line - Olivia
20	Learning Disabilities Inservice - Windom
20	Cluster Meeting on Cooperative Purchasing - Montevideo
21	Gentle Self-Defense Workshop - Willmar
22	Identification of Preschool Handicapped Workshop - Madison
27	Cluster Meeting on Cooperative Purchasing - Willmar
27	Presentation at Parent Council Meeting - Marshall
27	IGE Principals' Meeting - Willmar
27	Special Education Inservice on Support Services - Montevideo
28	Cluster Meeting on Cooperative Purchasing - Luverne
28	MIS Payroll Year-end Training - Marshall
28	IEP Workshop - Willmar
29	IEP Workshop - Willmar
29	Inservice-Communicating for Child Change - Willmar
29	Cluster Meeting on Cooperative Purchasing - Windom
29	House Education Committee Hearing - Marshall
30	PACER Information Meeting - Maynard
30	MIS Advisory Committee Meeting - Marshall
30	Autistic and Other Exceptional Children Workshop - Windom
30	Cluster Meeting on Cooperative Purchasing - Fulda

DECEMBER

3-21	Series of Meetings on Adolescent Day Treatment - Willmar
3	Superintendents' Advisory Council Meeting - Marshall
4	ECSU School Diagnostic Clinic Planning Meeting - Willmar
4	Cluster Meeting on Cooperative Purchasing - Buffalo Lake
4-5	Laubach Tutor Training Workshop - Ortonville
5	PACER Informational Meeting - Paynesville
5	Workshop on Language Development in Preschoolers - Sioux Valley
5	Informational IEP Meeting - Paynesville
6	Principals' Inservice Workshop - Willmar
6	Cluster Meeting on Cooperative Purchasing - Russell
6	Inservice on Communicating for Child Change - Willmar
10	Preschool Workshop - Willmar

DECEMBER - cont'd

10	Energy Cluster/EPS - Appleton
10	Laubach Tutor Training Workshop - Windom
10	Workshop Explaining Special Education Laws - Willmar
11	Autistic and Other Exceptional Children Workshop - Montevideo
11-13	Precision Teaching Training - Willmar
12	Energy Cluster/EPS - Willmar
12	ECSU Advisory Council Meeting - Marshall
12	NET Demonstration Project Advisory Council - Willmar
13	Project SAIL - Replication Planning Meeting - Montevideo
13	Laubach Tutor Training Workshop - Windom
13	Energy Cluster/EPS - Granite Falls
13	Conducted Teacher Inservice - Hutchinson
13	PACER Inservice for Teachers - Hutchinson
13	MIS Payroll Report Training - Marshall
14	Energy Cluster/EPS - Hector
14	Superintendents' Cluster Meeting - Ortonville
14	Superintendents' Cluster Meeting - Granite Falls
14	Red Rock Ridge General Superintendents' Meeting - Windom
17	Cooperative Purchasing Advisory Committee Meeting - Marshall
17	Little Crow Superintendents' Advisory Council - Willmar
17	Presented Project at Superintendents' Advisory Council - Willmar
17	Energy Cluster/EPS - Wabasso
18	Energy Cluster/EPS - Heron Lake/Okabena
18	IEP Staffing - Benson
18	SEIMC Inservice for Ortonville Staff - Montevideo
19	Energy Cluster/EPS - Worthington
19	Presentation at Family Living Class - Marshall Senior High
19	ECSU Board of Directors Meeting - Marshall
20	Energy Cluster/EPS - Pipestone
21	Energy Cluster/EPS - Tyler

JANUARY

4	Superintendents' Cluster Meeting - Hutchinson
7	Superintendents' Advisory Council Meeting - Marshall
10	Home School Math Workshop - Fulda
10	Principals' Inservice Workshop - Northern Group - Willmar
11	Teacher Center Policy Board Meeting - Marshall
11	Special Education Inservice - Luverne
11	Adolescent Day Treatment - Willmar
14	Grants Assistance Workshop - Willmar
15	Replication Grant Writing: Seton Hall - New London
15	Presentation "The Special Needs Child" - faculty wives - Marshall
16	Project ILA Awareness - Granite Falls and Clarkfield
16	ECSU Board of Directors Meeting - Marshall
16	Classroom Modification Inservice - Windom
16	Preschool Services Sharing Workshop - Windom
16-17	Preschool Occupational Therapy Workshop - Montevideo
17	Cooperative Purchasing Advisory Committee Meeting - Montevideo
17	Inservice Program for Infant Stimulation Program - Montevideo
18	MIS Advisory Committee Meeting - Marshall
22	Superintendents' Cluster Meeting - Bird Island
22	Preschool Developmental Principles Workshop - Wabasso

JANUARY - cont'd

22	IGE Principals' Meeting - Appleton
22	PER: Testing and Evaluation Strategies - Worthington
23	Western Satellite Principals' Meeting on State Audit - Appleton
23	Materials Use for Pre-kindergarten Handicapped Workshop - Marshall
23	Principals' Inservice Workshop - Marshall Group - Marshall
23	Precision Teaching Inservice - Willmar
23	PER: Testing and Evaluation Strategies - Willmar
23	Computer Workshop - Windom
23-25	Inservice for Preschool Staff - Willmar
24	MASA Meeting on Special Education - Marshall
24	Preschool Curriculum and Techniques Workshop - Montevideo
24	Presentation on Handicap Awareness - Willmar
25	SEIMC Inservice for Montevideo Parents - Montevideo
25	Group Techniques for Pre-kindergarten Handicapped - Willmar
26	Mathematics Conference - Marshall
28	PACER Inservice - Glencoe
29	Student Staffing - Paynesville
29	IGE HUB Meeting at SEIMC - Montevideo
29	MIS Payroll Report Training - Marshall
29	IGE HUB Meeting - Montevideo
29	Montevideo Area Cooperative Superintendents' Advisory Council Meeting - Willmar
29	General Superintendents' Meeting, Region 6 - Willmar
30	Pipestone Cooperative Superintendents' Meeting - Slayton
30	Montessori Workshop - Atwater
30	General Superintendents' Meeting, Region 8 - Slayton
30	Workshop on Learning Disabilities Identification, Placement and Remediation - Jackson

FEBRUARY

1	Preschool Handicapped Workshop - Marshall
4	Superintendents' Advisory Council Meeting - Marshall
4	ECSU Superintendents' Advisory Council - Marshall
5	Project Information to Special Education Interns - Willmar
5	PACER Workshop on Special Education - Montevideo
5	Special Education Workshop - Montevideo
7	Finance Report Training - Marshall
7-14-21	Training Sessions for Preschool Screening - Willmar
8	Superintendents' Cluster Meeting - Belview
8	Superintendents' Cluster Meeting - Mountain Lake
8	CETA - Education Linkage Planning Meeting - Montevideo
11	Superintendents' Cluster Meeting - Dawson
11	Superintendents' Cluster Meeting - Minneota
11	Preschool Screening Techniques Workshop - Hutchinson
11	212 Line Child-Study Coordinators Planning Session - Olivia
12	Presentation CEC Chapter - Jackson
12	Willmar Finance Training - Willmar
12	Superintendents' Cluster Meeting - New London/Spicer
12	Superintendents' Cluster Meeting - Kerkhoven/Murdock
12	MCIS Orientation Mini-Workshop - Marshall

FEBRUARY - cont'd

12	Preschool Working with Parents Workshop - Hutchinson
13	ATU Total Program Review Meeting - Willmar
13	Media Advisory Committee Meeting - Montevideo
13	Meeting for Superintendents New to the ECSU Area - Marshall
13	Workshop Region 8 Day Care Association - Pipestone
14	Superintendents' Cluster Meeting - Tyler
14	Special Education Workshop - Willmar
14	PACER Workshop on Special Education - Willmar
15	Teacher Center Policy Board Meeting - Marshall
18	Occupational Therapy Information Inservice - Windom
18	Inservice on Job Stress - Willmar
19	Superintendents' Cluster Meeting - Heron Lake/Okabena
19	Superintendents' Cluster Meeting - Luverne
19	NET Advisory Committee Meeting - Marshall
19	IGE Principals' Meeting - Sauk Centre
19-21	National Teacher Center Directors Meeting - Washington, D.C.
20	Curriculum Modification Workshop - Windom
20	ECSU Board of Directors Meeting - Marshall
20	Principals' Inservice Workshop - Marshall Group - Marshall
21	Infant Stimulation Parent Involvement Workshop - Montevideo
21	PACER Workshop on Special Education - Olivia
21	Special Education Workshop - Olivia
21	Payroll Adjustments Training - Marshall
22	Workshop on Movement Exploration for Preschool Education - Mountain Lake
22	MIS Advisory Committee Meeting - Marshall
24	Normal Development and Guidance Techniques Workshop - Tyler
25	Gifted Advisory Committee - Marshall
25	Superintendents' Advisory Council - Willmar
25	Speech Planning Meeting - Willmar
26	First Year Superintendents' Workshop on Budgeting - Marshall
27	Workshop on Learning Disabilities Identification, Placement and Remediation - Jackson
27	Teacher Center Executive and Budget Committee Meeting - Marshall
28	Laubach Tutor Training Workshop - Redwood Falls
28	Workshop - Food Additives Update for Home Economics Teachers - Slayton

MARCH

3	Superintendents' Cluster Meeting - Chandler/Lake Wilson
4	Cooperative Purchasing Advisory Committee Meeting - Montevideo
4	Presentation ALCD Chapter - Redwood Falls
4	Precision Teaching Follow-up Meeting - Olivia
4	Appleton Finance Training - Appleton
4	PER: Long-Range Planning for Curriculum Improvement - Marshall
4-5	Superintendents' Advisory Council Meeting - Marshall
5	Region 6 and 8 School Nurses Meeting - Marshall
5	Inservice on Special Education - Walnut Grove
6	Laubach Tutor Training Workshop - Redwood Falls
6	Principals' Inservice Workshop - Northern Group - Willmar
10	Precision Teaching Follow-up Meeting - Willmar

MARCH - cont'd

11	Food Service Seminar - Hutchinson
11	Tax Settlements Meeting - Windom
12	Tax Settlements Meeting - Edgerton
12	Teacher Center Policy Board Meeting - Marshall
12	Principals' Inservice Workshop - Marshall Group - Marshall
13	Precision Teaching Follow-up Meeting - Paynesville
13	Inservice on Child Services Review System - Willmar
13	Special Education Inservice on Reading Skills - Dawson
13	Career Education Advisory Council - Slayton
14	Inservice for Psychologists and Consultant for Emotionally Disturbed - Willmar
17	Tax Settlements Meeting - Marshall
17-31	Emotionally Disturbed Program Development - Willmar - 3 meetings
18	Parent Meeting - Willmar
18	Special Education Meeting for Parents - Edgerton
18	Tax Settlements Meeting - Clinton
18	Food Service Seminar - Worthington
18	IGE Principals' Meeting - Marshall
19	EPTF Coordinating Committee - Marshall
19	ECSU Board of Directors Meeting - Marshall
19	Tax Settlements Meeting - Hector
20	Tax Settlements Meeting - Atwater
20	Career Education Advisory Council - Montevideo
20	Curriculum Modification Workshop - Windom
21	Pipestone Cooperative Special Education Inservice - Slayton
21	MIS Advisory Committee Meeting - Marshall
24	Principals' Meeting - Willmar
24	Principals' Inservice on Special Education - Willmar
24	Workshop - Pipestone Day Care Association - Pipestone
24-25	Enrichment Day for Students (co-sponsored with SSU) - Marshall
25	Appleton Finance Training - Appleton
25	Title I Regional Workshop (Teacher Center) - Willmar
25	Food Service Seminar - Montevideo
25	Workshop - Redwood County Day Care Association - Redwood Falls
25	IGE HUB Meeting - Marshall
26	Tax Settlements Meeting - Wabasso
26	Workshop on Learning Disabilities Identification, Placement and Remediation - Jackson
27	MIS Finance Training - Fulda
27	Computer-Assisted Diagnostic Prescriptive Program - Morgan
27	MCIS Orientation Mini-Workshop - Slayton
28	Montevideo Area Cooperative Superintendents' Advisory Council - Montevideo
31	Inservice for Levels of Service - Willmar

APRIL

1	Facilitator Parent Group Meeting - Willmar
2	Tax Settlements Meeting - Montevideo
8	ECSU Staff Inservice on Childhood Autism - Minneapolis
8	Laubach Tutor Training Workshop - Worthington
8	Nutrition Education Mini-Workshop - Montevideo
9	Laubach Tutor Training Workshop - Worthington

APRIL - cont'd

9 Principals' Inservice Workshop - Marshall Group - Marshall
9 Payroll Pay-off and Fiscal Year-end Training - Marshall
10 Superintendents' Advisory Council Meeting - Minneapolis
10 Regional Chemical Abuse Workshops - Marshall and Redwood Falls
10 Secondary Schools Career Education Awareness Workshop - Marshall
10 Principals' Inservice Workshop - Northern Group - Willmar
11-12 "Helping Students Solve Problems and Make Decisions" - Marshall
14 ECSU Annual Meeting - Marshall
14 ECSU Board of Directors Meeting - Marshall
15 Project BASIC Awareness Day - Montevideo
15 Nutrition Education Mini-Workshop - Willmar
16 School-Community Public Relations Strategies - Marshall
17 Principals' Inservice on Child-Study Procedures - Montevideo
17 Nutrition Education Mini-Workshop - Slayton
17 Montessori Workshop on Math - Willmar
18 MIS Advisory Committee - Marshall
19 Workshop - SW Association for Education of Young Children - Slayton
22 Nutrition Education Mini-Workshop - Windom
23 Media Advisory Committee Meeting - Montevideo
23 Semi-Self Contained Special Education Classes Presentation - Willmar
24 Cooperative Purchasing Food Selection - Marshall
29 General Superintendents' Meeting, Region 8 - Marshall
29 Sequential Physical Education Reform Training - Morgan
29/5-1 Precision Teaching Project Technical Assistance - Benson
29 Pipestone Cooperative Superintendents' Meeting - Marshall
30 General Superintendents' Meeting, Region 6 - Willmar
30 Montevideo Area Cooperative Superintendents' Advisory Council - Willmar

MAY

1-2 IGE Principal Unit Leader Meeting - Brainerd
5-9 Project Portage Training - Marshall
1 MCIS Orientation Mini-Workshop - Montevideo
8 Special Education Inservice on Reading Programs - Montevideo
9 Principals' Inservice Workshop - Northern Group - Southern Group - Marshall
9-10 Nutrition Education Workshop - Marshall
12 Superintendents' Advisory Council Meeting - Marshall
13 IGE Principals' Meeting - Granite Falls
14 ATU Behavioral Objective Writing - Willmar
16 Reception for Board of Teaching - Marshall
16 Speech Planning Meetings - Willmar
16 Inter-agency Evaluation of 1980 Preschool Screening - Willmar
17 Food Service Skills Workshop - Marshall
20 First Year Superintendents' Workshop on Year-end Reports - Marshall
21 ECSU Board of Directors Meeting - Marshall

JUNE

2-6 Awakening Women to Science (co-sponsored with SSU) - Marshall
4-5 ECSU Staff Inservice - Marshall
15 Planning Advisory Committee - Redwood Falls
18 ECSU Board of Directors Meeting - Marshall
19 Rural Education Day - Marshall
26 Planning Advisory Committee - Marshall

Page 101 - blank